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ABSTRACT

This manual presents a model, currently implemented in Oakland, California, for designing and carrying out a program to provide special services to students with special needs within general education classrooms in Catholic elementary schools. It notes that no formalized support system currently exists within Catholic schools for students with special needs. The model outlined includes three components: (1) Diocesan wide organizational structure (the Special Needs Council); (2) staff development; and (3) local school site-based programs. Following an introduction, the first section explains the Diocesan-wide organizational structure, especially the functions of the Special Needs Council, the student study team process, and suggested levels of response at the local school site. The following section focuses on staff development as conducted in Oakland. This manual also includes handouts used at inservice training over a two-year period on such topics as: identification of students with special needs, classroom accommodations and modifications, attention deficit disorder, language acquisition, communicating with parents, understanding the public school referral process, and managing stressful changes. The final section focuses on the local school site-based program and explains the student study team model, responsibilities of the special needs coordinator, and the inservice training on cross-age tutoring. (DB)

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A SERVICE DELIVERY MODEL FOR STUDENTS WITH SPECIAL NEEDS IN THE CATHOLIC ELEMENTARY SCHOOL SYSTEM

by Kathleen Marie Ramirez, O.P.

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(Guidelines for designing and implementing

a support system for students with special needs)

EC 304487

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(Guidelines for designing and implementing

a support system for students with special needs)

DEDICATION

To my family and to the Dominican Sisters of Mission San Jose whose constant love, encouragement, faith and confidence in me made this dream come true.

To Jake and to students with special needs who have taught me to rejoice in who they are and in each step they take - and to Alex, who invited me to help him through the forest.

THE FOREST

The forest is like homework.
You can't find your way.
Tigers and lions coming to the
beautiful black river.
The homework is so hard like getting
through a forest.
I am surrounded by tigers and lions.
I cannot find my way through.
It is like homework - so hard to
get through.
The forest is so hard to get through
with the tigers and lions
surrounding me.

by Alex Taylor
Grade 5
St. Patrick's School
Oakland, California

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iNtRoDuCtioN

INTRODUCTION

Students with special needs have presented a unique educational challenge in the Catholic elementary school system. In the past, in most Catholic schools, students with special needs received services from a combination of programs offered by the public school.

There is now an indication of a growing concept within the public school system for full inclusion of students with special needs into the general education classroom. This dramatic shift of students with special needs moving away from specialized programs into the general education classroom demands that the general educator become more knowledgeable and seek new ways of supporting all students. The implications of this practice for the Catholic elementary school system are significant because of its dependence on the public school system for services for students with special needs.

A formalized support system does not exist within the Catholic elementary school for students with special needs. The purpose of the handbook is to enable the Catholic school system to meet the needs of this growing population. The handbook is a result of designing and implementing a diocesan model addressing students with special needs in the Catholic elementary school.

The term students with special needs refers to a student who may have a learning disability, may be performing below grade level, may have focusing problems or may not have strong language skills because English is not their primary language.

Suggested Steps for Implementation of Diocesan Model

In designing and implementing a diocesan model, the following outline is suggested:

1.) Initiating a meeting with the superintendent of the diocese to discuss the need for establishing a formalized support system.

2.) Inviting administrators and educators to an open forum meeting to further explore the concerns regarding students with special needs.

3.) Establishing a committee to address the concerns and needs that are identified and give ongoing direction for the diocese.

4.) Providing an avenue for administrators to have input about students with special needs and to share their local school site experiences.

5.) Planning staff development to respond to needs that are identified.

6.) Creating local school site based programs to support students with special needs.

Design of the Model

The model outlined in this handbook includes three components:

1.) Diocesan wide organizational structure: The Special Needs Council.

2.) Staff Development.

3.) Local school site based programs.

Integration of these three components have been successful in the Diocese of Oakland in California. The model ensures a quality education within the Catholic elementary school system for all students.

Diocesan Wide Organizational Structure

the Diocesan Special Needs Council

THE SPECIAL NEEDS COUNCIL

The Special Needs Council is an ongoing committee that gives shape to the components of the service delivery model that would best meet the needs of the administrator, educator and students with special needs. The committee would also explore continuous ways for administrators and educators to have input to this model to ensure that needs of the groups are being met. Long term goals and short term objectives would be identified to establish a solid direction for the diocese as a whole.

It is essential when creating the structure for a diocesan wide council that consideration be given to include broad representation and expertise within a diocese. The representation of membership would include:

1.) The superintendent or assistent superintendent.

2.) The diocesan curriculum director.

3.) Administrators.

4.) Educators.

5.) Educators with Masters Degrees in Special Education or specialized credentials or certifications.

The purposes of the Special Needs Council include:

1.) Developing a common definition of the student with special needs.

2.) Identifying the strengths and concerns surrounding the response to the population of students and to develop strategies of support.

3.) Creating and/or identifying avenues for ongoing input from administrators and educators within the diocese.

4.) Providing diocesan wide and/or local school site inservice for staffs to gain new knowledge, skills and understanding of the students with special needs.

5.) Giving suggestions and support to local school sites as they establish their programs. Although each school site varies due to their specific populations, needs and challenges, an effective diocesan wide program is characterized by general uniformity and continuity from site to site. This is key when considering the transfer of students with special needs and/or educators to another school site within the Catholic school system.

Suggested formats to be used when establishing a Special Needs Council include:

1.) Utilizing the Student Study Team model to initially identify the strengths and concerns about students with special needs across the diocese. This process also includes ways in which to strategize responses to the concerns. The Student Study Team model is very beneficial in establishing a direction for a diocesan wide program. The process is also useful in evaluating the progress of the Special Needs Council and creating goals for the diocese for the subsequent year.

2.) Surveying the administrators provides an avenue to gather information regarding needs and concerns of students with special needs at the local school sight.

3.) Utilizing diocesan administrators meetings could be the forum for a presentation of how to creatively respond to students with special needs at the local school site.

THE STUDENT STUDY TEAM PROCESS TO CREATE THE SPECIAL NEEDS COUNCIL

WHAT IS THE STUDENT SUCCESS TEAM?

THE STUDENT SUCCESS TEAM (SST) IS A SCHOOL SITE TEAM WHICH INCLUDES THE PARENT AND THE STUDENT. THIS TEAM:

- is a function of regular education
- uses a systematic problem solving approach to assist students who are not progressing at a satisfactory rate
- clarifies problems and concerns
- develops strategies and organizes resources
- provides a system for accountability

Who can refer?

- counselor
- teacher
- parent
- student
- other school personnel - A. P.'s, Sch Psych., etc.
- community agencies

Why refer?

- academic
- behavorial
- speech/language
- when don't know were to turn

Possible outcomes of SST

- support and validation of concerns
- additional techniques, interventions, and modifications successful in other classrooms
- feedback to student and parent
- assessment: language, speech and hearing, psycho-educational, bilingual, observations, academic, English as second language
- referral to outside agencies and other programs

USE OF SST SUMMARY SHEET
Typical Column Topics

TEACHER _____ SCHOOL _____ TEAM _____

STUDENT _____ PRIMARY LANG. _____ GR. ___ BIRTH _____ PARENTS _____

M _____ F _____

STRENGTHS	KNOWN INFORMATION	MODIFICATIONS	CONCERNS PRIORITIZED	QUESTIONS	STRATEGIES BRAINSTORM	ACTIONS PRIORTIZED	PERSONS RESPONSIBLE WHO?	WHEN?
Academic	School Background	Changes in program	Academic	Questions that can't be answered at this time	Team brainstorms multiple creative strategies to address top concerns	Two to three actions chosen from strategies brainstormed	Any team member, including the parent and student	Specific dates
Social	Family composition	Reading Specialist	Social/ Emotional					
Physical								
What student likes?	Health	Tutoring	Physical					
Incentives	Performance levels	Counseling	Attendance					
Potential career interests or skills		Repeating grade						

FOLLOW UP DATE

(3-6 WEEKS)

STUDENT STUDY TEAM SUMMARY

TEACHER_____ SCHOOL _____ TEAM _____

STUDENT_____ PRIMARY LANG. _____ GR.___ BIRTH _____ PARENTS_____

M _____ F _____

STRENGTHS	KNOWN INFORMATION	MODIFICATIONS	CONCERNS (PRIORITIZE)	QUESTIONS	STRATEGIES BRAINSTORM	ACTIONS (PRIORITIZE)	RESPONSIBILITY WHO?	WHEN?

FOLLOW UP DATE

STUDENT SUCCESS TEAM SUMMARY

Meeting Date _____
Teacher _____

Student's Name _____ Grade _____ Date of Birth _____ Age _____

Student Strengths	Areas of Concern	Strategy Modifications	Questions
1 Caring attitude 2 Special Ed Credential 3 Experience- personal/ professional 4 Patience 5 Concern / Acceptance 6 Willingness to tackle it 7 Verbal/articulate 8 Cross section of teachers/admin./parents/superintendant 9 Diversity geographically/economically/ ethnically 10 Passion	1 Effectiveness of current programs in schools 2 Definition of Special Needs/ guidelines to teachers, principals, parents 3 How to empower teachers 4 Fears real or imagined Can this work? (resistance) 5 Teacher training 6 Address public school image w/ our teachers 7 Student and teacher expectations 8 Grading (Report cards, Cums) 9 "Label" (+) (-) 10 Sensitivity/ confidentiality/ percep	1 Teacher training 2 Rescource room for spec needs and enrichment 3 Use of technology 4 Modification of programs 5 On site Coord./ res. person 6 Share spec ed programs currently happening in schools 7 Pulling resources together-mobile unit 8 Use public school system more effectively 9 Creative financing 10 Tutoring	1 How do we approach teachers in accepting sp needs students 2 Keep student? Keep teacher? 3 How do you do it in a class of 35 4 Definition of terms? 5 What is referral process in publ schools?

Actions	Who?	When?	Results
1 What is working in diocese now? (Ohio as well) 2 Contact St Patrick's/ St Michael's/ St Paul's/ St Perpetua's 3 How to prepare for public school referral process	1 St Theresa Marianne Maryanne Sr Judith 2 Sr Kathleen 3 Nancy Mary Sr Kathleen	January 11th	

Follow-up SST Date
_____

ADMINISTRATORS SURVEYS

Special Needs Children

Questions

Describe a Special Need child.

What is our responsibility to this child?

What are you willing to do during the 94-95 school year to address this area?

SPECIAL NEEDS STUDENTS

1. What progress have you made in addressing special needs students since our meeting with you in March of 1994?

2. What avenues of advocacy exist in your school for the special needs student? (e.g. Special Needs Coordinator; Counselor; Resource Specialist; utililzing the Student Success Team Model; utilizing a consultant; etc.)

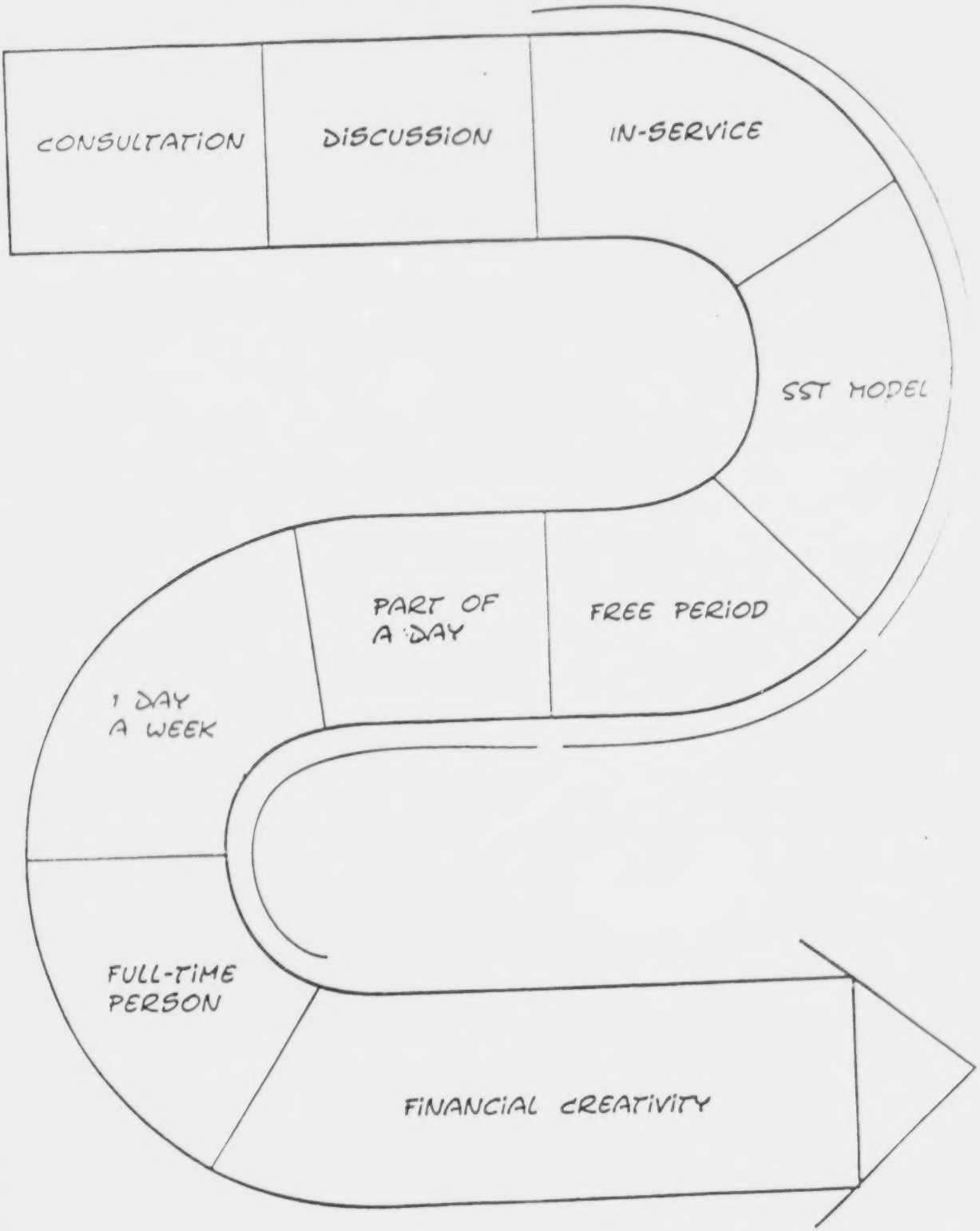
OR

What avenues does your school need to explore?

3. How can the Diocesan Special Needs Council assist your school site or the Diocese as a whole?

Levels of Response at the Local School Site

LEVELS OF RESPONSE TO SPECIAL NEEDS STUDENTS



LEVELS OF RESPONSE TO SPECIAL NEEDS STUDENTS

1.) Consultation: to seek input for a particular student when the administrator and educator are not sure as to how to support the struggling student.

2.) Discussion: to provide opportunities for the staff to articulate the challenges they face with struggling students; how to meet those challenges; name the specific populations they are serving and the specific needs of their populations.

3.) Inservices: to encourage your staffs to seek ways to address their struggling students. Topics included could be: what are learning disabilities; what classroom modifications/accommodations can help the struggling students; what is the SST model; what is the referral process in the public school for the student who needs more help academically and what is attention deficit disorder and attention deficit disorder with hyperactivity (ADD/ADHD).

4.) SST model: to implement the SST process would support the educator and the student. This successful model exists in the public school system and is used as pre-referral step in requesting special services for a student.

5.) Free period: to give time to a person who has experience in special education to support the teachers and special needs of your students: the principal could take the teacher's class for a period; utilize a student teacher or instructional assistant to provide time; ask a parent to volunteer, especially those who have a child with learning disabilities or has special needs, to release personnel.

6.) Part of a day: to have personnel spend one half of a day teaching while the other part of the day would be spent addressing the specific needs of their population.

7.) One day a week: to have personnel utilize this amount of time to support the teachers and students with special needs.

8.) Full-time person: to hire a coordinator/resource person to oversee cases that needed specialized assistance (e.g. counseling services; contacting an audiologist or speech and language therapists); provide classroom assistance for students; consult with teachers and administrator for implementation of individualized plans for students; provide testing, if necessary; provide advocacy for the student and family if another educational setting would better meet the needs of the student; be responsible for all follow through with supporting the teacher and the student.

9.) Financial creativity: to hire one person and two schools could share their time and salary equally; two schools could share one person with three days on one site and two days at the other site with the salary being divided accordingly; three schools could be served by having the person two days and two days at the other site and the salary would be divided equally. This would enable the person to be one day at an urban school as donated services from those who could afford the coordinator/resource person.

Staff Development

STAFF DEVELOPMENT

The Special Needs Council, in conjunction with the Director of Curriculum, develops the topics for a series of workshops to support administrators and educators. The purpose of the inservices is to gain new knowledge, skills and understanding of students with special needs. This author developed and presented the following workshops in the Diocese of Oakland in California. They were approximately two hours in length.

These topics were addressed over a two year period:

1.) How to Identify Students with Special Needs.

2.) The Student Study Team Model.

3.) Classroom Accommodations and Modifications.

4.) Attention Deficit Disorder and Attention Deficit Disorder with Hyperactivity.

5.) Language Acquisition.

6.) Advocacy for Students.

7.) Communicating Effectively with Parents.

8.) Simulations and Case Studies of Students with Special Needs.

Other speakers were scheduled for these topics:

1.) Understanding the Public School Referral Process.

2.) Conundrum Kids - Things to Know and Ways to Help.

3.) Skills to Manage Stressful Changes.

4.) Zoo Phonics.

How to Identify Students With Special Needs

HOW TO IDENTIFY

STUDENTS WITH SPECIAL NEEDS

The handouts and listing of resources for this inservice include the following:

1.) Background Information on What are Learning Disabilities.

2.) Information on Eligibility Criteria for Special Education Services.

3.) Identification of Individuals with Exceptional Needs.

4.) The Individualized Education Plan (IEP).

5.) Listing of Resources.

BACKGROUND

There are many possible causes of a learning disability:

1. The brain may have developed slightly differently, in utero, due to physical trauma (mother's illness, poor nutrition, drug use), or due to an inherited genetic pattern.

2. Premature birth.

It may be impossible to know the exact cause of a learning disability. But learning disabilities exist and are unrelated to intelligence.

In California, to be recognized as having a learning disability, a student must show significant discrepancy between academic achievement and the ability to learn. Additionally, the person with a disability has an identified difficulty with one or more of the learning processes. Learning disabilities cannot be "cured" but effective compensation techniques can be taught enabling students to learn.

Our brain receives information through all of our senses, processes the information, stores it, and recalls information as needed.

Learning disabled persons learn differently because messages or information gets "mixed up" going into the brain, upon analysis, in storing the information, or in recall, depending on the type of disability.

Learning disabilities can manifest in:

Reading
Math
Spelling
Writing
Listening and Remembering
Seeing and Remembering
Following Directions
Sequencing

Persons with learning disabilities have <u>normal</u> intelligence or better. However, learning disabled students may not feel as smart as others because they are not learning as easily or as quickly as others around them. Self-esteem can be affected. Social skills may be affected too.

INFORMATION ON ELIGIBILITY CRITERIA

Contrary to the common assumption, the regulations establish eligibility criteria for all students seeking special education, not just for learning disabled students. In order to qualify as an individual with exceptional needs under the eligibility criteria, the assessment conducted must demonstrate that the degree of the student's impairment in one or more of the following areas requires special education and related services which cannot be provided with modification in the regular school program. Speaking in general terms, the qualifying areas of impairment set out in the eligibility regulations are: hearing impaired, concomitantly hearing and visually impaired; speech or language disordered; visually impaired; severely orthopedically impaired; impaired in strength, vitality, or alertness due to chronic or acute health problems, exhibiting autistic-like behavior; mentally retarded; seriously emotionally disturbed; or learning disabled.

Q. **ARE THE ELIGIBILITY CRITERIA APPLIED TO PUPILS WITH A SUSPECTED LEARNING DISABILITY UNUSUAL?**

A. Yes. Three major requirements must be met in order to be considered learning disabled under the eligibility criteria. First, the pupil must have a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. The basic psychological processes include: attention, visual processing, auditory processing, sensory motor skills, and cognitive abilities (including association, conceptualization and expression).

Second, this disorder may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Third, the pupil must have a severe discrepancy between intellectual ability and achievement in one or more of the academic areas referred to in the law. The regulations define intellectual ability as including both acquired learning and learning potential as determined by a systematic assessment of intellectual functioning. The pupil's level of achievement includes his/her level of competence in materials and subject matter explicitly taught in school as measured by standardized achievement tests. The academic areas identified in the law are: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, and mathematics reasoning.

It is in determining this severe discrepancy that the eligibility criteria might be considered unusual. Although other methods are not precluded, the regulations and the DOE's implementing material facilitate technical comparison of standardized achievement test and IQ test scores to determine whether such a discrepancy is present. These test scores are first converted into common standard scores, and the difference between these scores is computed. This computed difference is then compared to the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and IQ tests. If the computed difference equals or exceeds the product, a severe discrepancy is indicated. Any such discrepancy must be corroborated by other appropriate assessment data.

IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS

FEDERAL DEFINITION OF HANDICAPPED CHILD

MODIFICATION OF THE REGULAR PROGRAM OR HOME

NOT DUE TO:

- *Unfamiliarity to English*
- *Temporary Disability*
- *Social Maladjustment*
- *Environmental Factors*

AGE 0 - 21

6-21 Years	0-5 Years	3-5 Years
CAC, Title 5, 3030	CAC, Title 5, 3030 CAC, Title 5, 3031	E.C. 56441.11 (c)

The Individualized Education Program

What it is:

1. A written individualized statement
2. Developed by a team
3. To guarantee delivery of appropriate services
4. For all children who meet eligibility requirements

What it is not:

1. A binding contract that guarantees that goals and objectives will be accomplished

IEP Team

Minimum membership shall include, but not be limited to:

- One or both of the pupil's parents, a representative selected by the parent, or both
- Administrator or administrative designee
- Pupil's present teacher. If the pupil does not presently have a teacher, a regular classroom teacher referring the pupil, or a special education teacher qualified to teach a pupil of his or her age.

When appropriate, the team shall also include:

- The individual with exceptional needs
- Other individuals, at the discretion of the parent, district, special education services region, or county office
- Persons who have assessed the student
- Anyone else whose competence is needed

What Does the IEP Include?

The Individualized Education Program (IEP) is a written statement determined in a meeting of the individualized education program team and shall include, but not be limited to, all of the following:

1. Child's present level of educational performance.
2. Annual goals and short-term instructional objectives.
3. Statement of specific special education and related services to be provided, including extent to which the child will participate in the regular program.
4. Projected date for initiation and duration of such programs and services.
5. Appropriate evaluation procedures and objective criteria for determining, at least annually, whether the short-term instructional objectives are being achieved.

When appropriate, the IEP shall also include, but not be limited to, all of the following:

1. Prevocational career education goals.
2. Employment skills goals.
3. Alternative standards for graduation.
4. A plan for transition into regular education.
5. Specialized services, materials, and equipment needs.
6. Transportation needs.
7. For children whose main language is not English, appropriate goals, objectives, programs, and services in order for the child to benefit from instruction.
8. Extended school year services.

RESOURCES

Anderson, W., Chitwood, S. & Hayden, D. (1990). Negotiating the special education maze. Maryland: Woodbine House.

Betancourt, J. (1993). My name is Brian. New York: Scholastic.

California Department of Education. (1995). California special education programs: A composite of laws, Sacramento, California.

Compton, C. (1990). A guide to 85 tests for special education. California: Simon and Schuster Supplementary Education Group.

Janover, C. (1988). Josh: A boy with dyslexia. Vermont: Waterfront Books.

Lavoie, R. (1994). Learning disabilities and social skills: Last one picked - first one picked on. Washington, D.C.: Public Broadcasting System.

Lavoie, R. (1989). Understanding learning disabilities: How difficult can this be? The F.A.T. city workshop. Washington, D.C.: Public Broadcasting.

The Student Study Team Model

THE STUDENT STUDY TEAM MODEL

The handouts and for this inservice include the following:

1.) What is the Student Success Team (SST)?

2.) SST: What are the Benefits?

3.) SST Mind Map.

4.) Team Membership - Elementary.

5.) SST Process Flow Chart.

6.) Referring Teacher Preparation.

7.) SST Teacher Questionaire.

8.) Important Topics for Discussion - Elementary Students.

9.) Elementary Student Worksheet.

10.) Parent Preparation for SST.

11.) Use of SST Summary Sheet.

12.) SST Summary Sheet.

WHAT IS THE STUDENT SUCCESS TEAM?

THE STUDENT SUCCESS TEAM (SST) IS A SCHOOL SITE TEAM WHICH INCLUDES THE PARENT AND THE STUDENT. THIS TEAM:

- is a function of regular education
- uses a systematic problem solving approach to assist students who are not progressing at a satisfactory rate
- clarifies problems and concerns
- develops strategies and organizes resources
- provides a system for accountability

Who can refer?

- counselor
- teacher
- parent
- student
- other school personnel - A. P.'s, Sch Psych., etc.
- community agencies

Why refer?

- academic
- behavorial
- speech/language
- when don't know were to turn

Possible outcomes of SST

- support and validation of concerns
- additional techniques, interventions, and modifications successful in other classrooms
- feedback to student and parent
- assessment: language, speech and hearing, psycho-educational, bilingual, observations, academic, English as second language
- referral to outside agencies and other programs

SST: WHAT ARE THE BENEFITS?

1. The Student Study Team is an economic, efficient, effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes.

2. A number of other school site meetings may be eliminated. This is a concentrated, problem solving meeting where all the needed persons, including the student and parent, are present at the same time.

3. By including the parent in a problem solving process, rather than a disciplinary process, positive support for the school and for public education in general is produced.

4. It is an expression of the school's concern for students.

5. It provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

6. It is a support team for teachers.

7. The team is a problem solving body that can define the needs of the school and help translate those needs into improved curriculum and instruction.

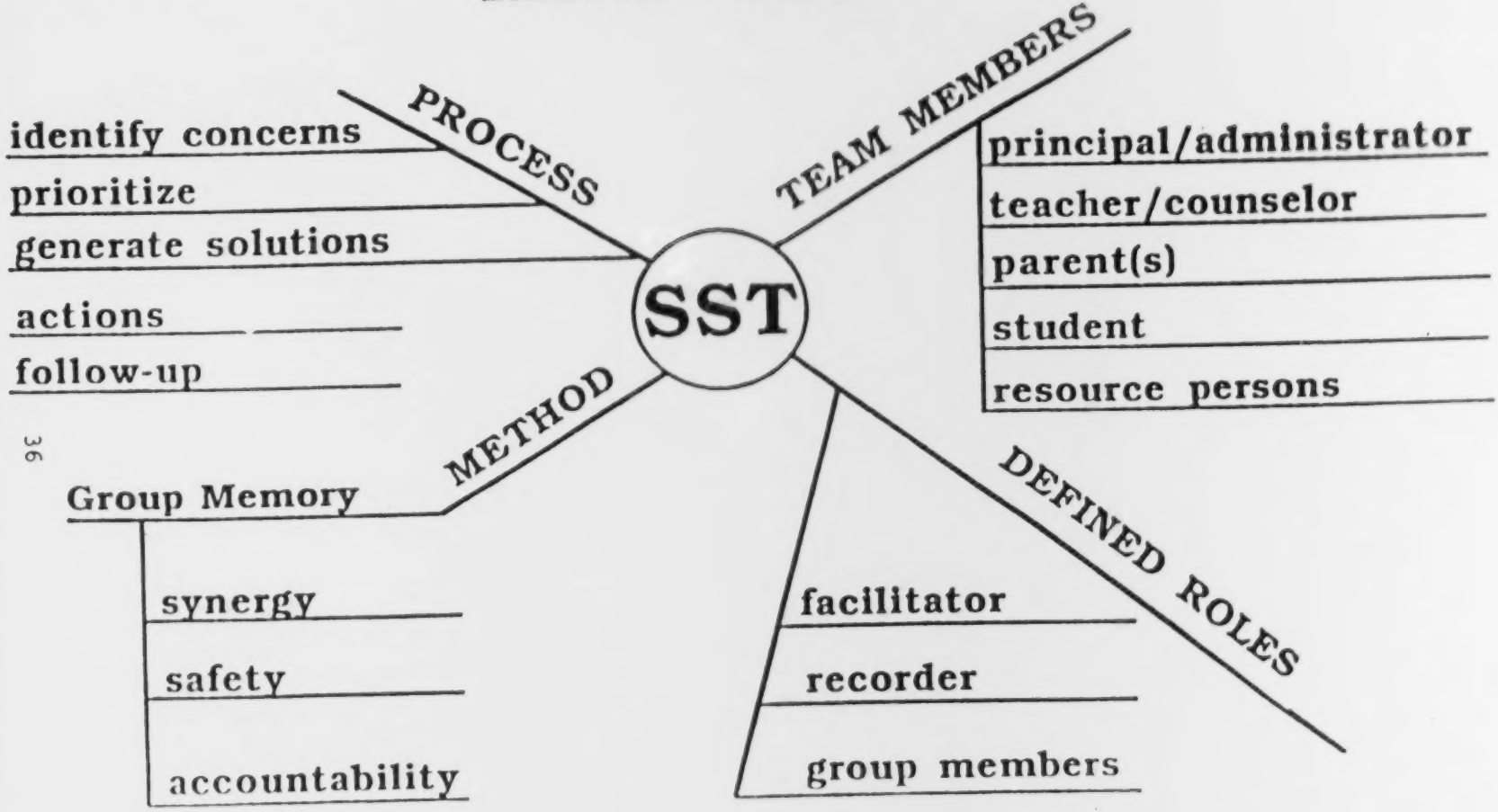
8. The process itself is a staff development activity:

   New teaching strategies for one student may apply to other students.

   The team process produces a synergy that results in more comprehensive learning strategies.

   The process identifies strengths of staff in strategy interventions that should be disseminated to the entire teaching staff.

SST
MIND MAP

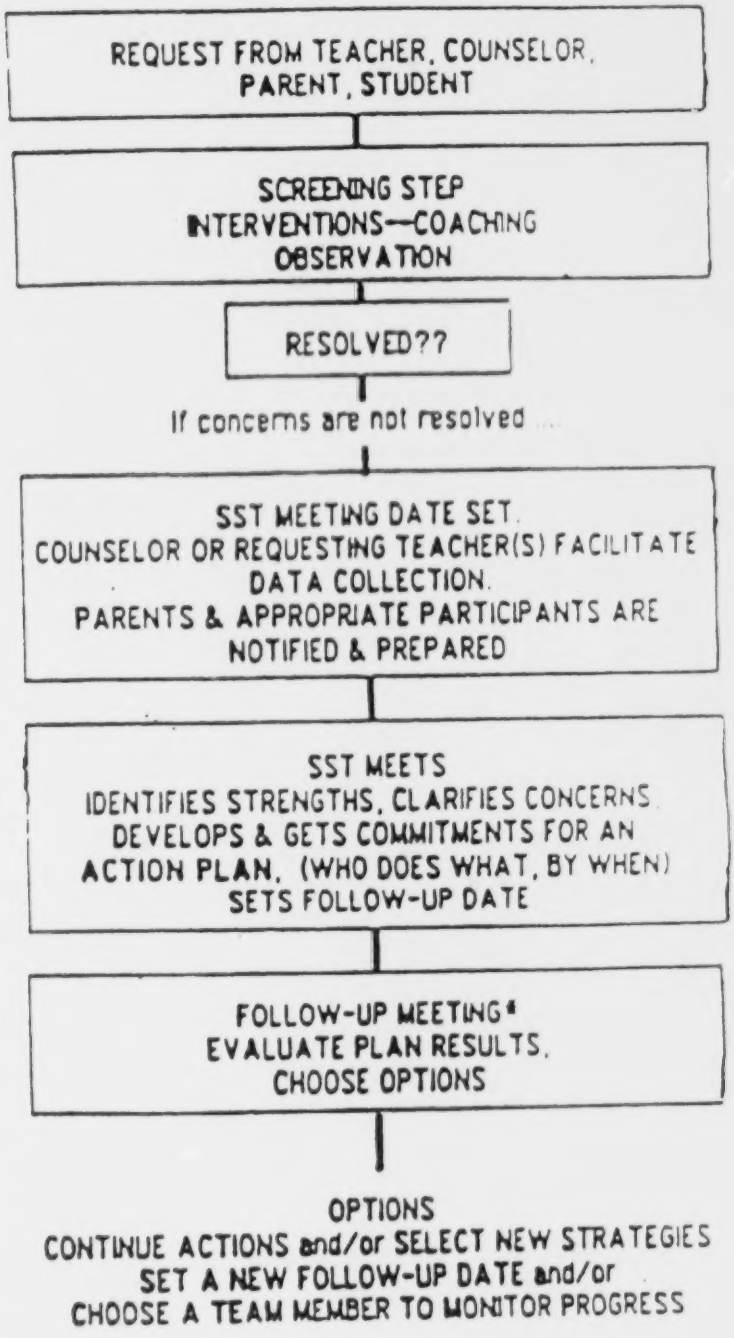

SST
PROCESS
identify concerns
prioritize
generate solutions
actions
follow-up
TEAM MEMBERS
principal/administrator
teacher/counselor
parent(s)
student
resource persons
METHOD
Group Memory
synergy
safety
accountability
DEFINED ROLES
facilitator
recorder
group members

TEAM MEMBERSHIP—ELEMENTARY

1. PRINCIPAL	Chairperson of team meetings can allocate school resources; provides energy, support and direction to team members.
2. CLASSROOM TEACHERS	Provide support for the referring teacher; often have a history with the student; provide another teaching perspective from a peer.
3. RESOURCE PERSON(s)*	Provides information and another point of view in the problem solving process; knows the school population; and knows local resources and problems.
4. REFERRING TEACHER	Initiates identification of areas of concern; gathers complete information/data regarding the student and problem; instructs student based on the strategies jointly developed on the Student Summary Sheet.
5. PARENTS OF THE STUDENT	Broaden problem solving base of information; share familial concerns; contribute problem related information from home environment; share effective and ineffective home interventions; clarify questions of staff; participate in implementation of strategies jointly developed on the Student Summary Sheet.
6. STUDENT–FOURTH GRADE AND ABOVE	Shares strengths, concerns; participates in the decision making; receives support and assistance from adults in taking some responsibility for change.

*Resource persons could include Outreach Consultant, Reading Specialist, Bilingual Specialist, Counselor, Psychologist, Speech and Language Specialist, Resource Specialist, Nurse, Career/Vocational Education Specialist, Community Service Provider, etc.

SST PROCESS FLOW CHART


REQUEST FROM TEACHER, COUNSELOR, PARENT, STUDENT
SCREENING STEP
INTERVENTIONS—COACHING
OBSERVATION
RESOLVED??
If concerns are not resolved ...
SST MEETING DATE SET.
COUNSELOR OR REQUESTING TEACHER(S) FACILITATE DATA COLLECTION.
PARENTS & APPROPRIATE PARTICIPANTS ARE NOTIFIED & PREPARED
SST MEETS
IDENTIFIES STRENGTHS, CLARIFIES CONCERNS.
DEVELOPS & GETS COMMITMENTS FOR AN ACTION PLAN. (WHO DOES WHAT, BY WHEN)
SETS FOLLOW-UP DATE
FOLLOW-UP MEETING*
EVALUATE PLAN RESULTS.
CHOOSE OPTIONS
OPTIONS
CONTINUE ACTIONS and/or SELECT NEW STRATEGIES
SET A NEW FOLLOW-UP DATE and/or
CHOOSE A TEAM MEMBER TO MONITOR PROGRESS

* Attended by those SST members who are in the Action Plan
Other SST members may choose to attend

REFERRING TEACHER PREPARATION

Elementary

The referring teachers will be aware that the other team members will expect them to have background information. The referring teacher should have seen a blank SST summary sheet.

MATERIALS TO BRING:

1. Cum folder
   a. information regarding parent contacts
   b. previous test data
   c. hearing and vision screening results
2. Recent work samples
   a. spelling
   b. reading
   c. math
   d. language

BE READY TO DISCUSS THE FOLLOWING:

1. Reason for referral and a specific statement of the problem or problems
2. Areas of student strengths and weaknesses
   a. Academic skills

      Examples: Good in math, loves to do handwriting, enjoys art, good in sports, difficult time reading textbooks, unable to phonetically sound out words, handwriting poor.

   b. Classroom behavior: Peer relationships, adult relationships, work habits

      Examples: Very cooperative, willing to please, chosen by classmates to be a leader, doesn't complete work or turn it in, poor study skills, talks a lot.

STUDENT STUDY TEAM
TEACHER QUESTIONNAIRE

Student _____ Grade _____

Teacher _____ Date _____

ACADEMIC ACHIEVEMENT

Please fill in or underline. Check (✓) if appropriate.

READING

The student is reading in a _____ grade level book with **poor adequate good** fluency.

The student's primary reading problem is in:

( ) reading the words.
( ) understanding the story.

Word recognition skills are **poor adequate good.** The student's main difficulty is in:

( ) recognizing word by sight.
( ) decoding words using phoentic word attack.

Comprehension, as observed during group discussion of material read in the group, is **poor adequate good.** The student's main areas of difficulty appear to be in:

( ) recalling facts/details.
( ) getting the main idea.
( ) drawing conclusions and inferences.

Please check (✓) the items that apply.

( ) Appears to learn, but then quickly forgets new words.
( ) Once words are learned, the student retains them well.
( ) Tends to quickly guess at words based on initial sounds and/or context.
( ) Tends to pause for long periods on unknown words, rather than guess.
( ) Loses place frequently while reading.
( ) Reading errors often make no sense in relation to context.
( ) Inadequate language development appears to play an important part in his/her reading problem.

Comments: _____

_____

SPELLING/WRITTEN LANGUAGE

The student performs **poorly adequately well** on weekly spelling tests of _____ (how many) words at _____ grade level.

In relation to the average student in your class, this student's:

spelling in daily usage is	**poor**	**adequate**	**good**
capitalization in daily usage is	**poor**	**adequate**	**good**
punctuation in daily usage is	**poor**	**adequate**	**good**
written content/style	**poor**	**adequate**	**good**

Please check (✓) the items that apply.

( ) It is often very difficult to decipher this student's spelling errors because the letters bear so little resemblance to the actual sounds of the word intended.

( ) Even though the student makes many spelling errors, it is usually not difficult to decipher what word he/she intended.

( ) Inadequate oral language development appears to play an important part in this student's written language problems.

Comments: _____

_____

MATH

The student is working in _____ grade level materials.

The student's primary math problem is at the:

( ) computational level.

( ) conceptual level.

Computational skills are **poor adequate good.** The student's main areas of difficulty in computation appear to be in:

( ) learning basic facts.

( ) learning the sequence of operations.

Conceptual understanding is **poor adequate good.** The student's main areas of difficulty appear in:

( ) initial learning of new concepts.

( ) transfer of learning.

Please check (✓) items that apply.

( ) Appears to learn but then quickly forgets basic facts.
( ) Once facts are learned, the student retains them well.
( ) Computation errors often appear careless.
( ) Appears to learn but then forgets the sequence of operations.
( ) Despite having difficulty, the student appears to understand math.

Comments: _____

LANGUAGE FUNCTIONING

NOTE: Please check (✓) only if the statement reflects a distinguishing feature of this child. You do not need to check each pair.

follows directions	( )	( )	has difficulty following directions
understands class discussion	( )	( )	has trouble understanding discussions
expresses self adequately	( )	( )	has difficulty expressing self
comments are on topic	( )	( )	makes irrelevant comments

Comments: _____

PSYCHOMOTOR FUNCTIONING

NOTE: Please check (✓) the items that apply.

Writing is ( ) legible ( ) illegible.
Writing speed is ( ) adequate ( ) slow.
Prefers to write in ( ) manuscript ( ) cursive
Papers are ( ) neat ( ) messy.
( ) Makes more than the usual number of reversals.

Comments: _____

SOCIAL-EMOTIONAL ADAPTATION

NOTE: Please check (✓) only if the statement reflects a distinguishing feature of this child. You do not need to check each pair.

FACTORS OF EMOTIONALITY AND TEMPERAMENT

passive	( )	( )	active
short attention span	( )	( )	long attention span
easily frustrated	( )	( )	not easily frustrated
lethargic	( )	( )	energetic
easily distracted	( )	( )	not easily distracted
easy going	( )	( )	tense
seldom angry	( )	( )	often angry
acts without thinking	( )	( )	thinks before acting
calm	( )	( )	easily excited
sad	( )	( )	happy

Comments: _____

_____

FACTORS OF ATTITUDE, BEHAVIOR, AND SOCIAL ADJUSTMENT

agreeable	( )	( )	argumentative
forgives and forgets	( )	( )	holds grudges
respects authority	( )	( )	opposes authority
accepts criticism	( )	( )	rejects criticism
compliant	( )	( )	stubborn
conforms to order	( )	( )	disrupts order
accepts limits	( )	( )	tests limits
accepts blame	( )	( )	blames others
follows rules	( )	( )	breaks rules
controls temper	( )	( )	loses temper
quiet	( )	( )	talkative
follower	( )	( )	leader
indecisive	( )	( )	decisive
shy	( )	( )	gregarious
insecure	( )	( )	secure
trustful	( )	( )	suspicious
spontaneous	( )	( )	reserved
liked by peers	( )	( )	disliked by peers
many friends	( )	( )	few friends
avoids attention	( )	( )	seeks attention
avoids approval	( )	( )	seeks approval

Comments: _____

_____

PREVOCATIONAL SKILLS

FACTORS OF WORK HABITS/TASK ORIENTATION

The student completes his/her assignments **usually** **sometimes** **rarely**.
Approximate percent of assignment completion. _____%
Approximate percent of time on task. _____%

NOTE: Please check (✓) only if the statement reflects a distinguishing feature of this child. You do not need to check each pair.

procrastinates	( )	( )	gets to work quickly
cannot work independently	( )	( )	works well independently
works carelessly	( )	( )	works carefully
poorly organized	( )	( )	well organized
easily discouraged	( )	( )	responds well to challenge
gives up easily	( )	( )	keeps trying
afraid of failure	( )	( )	willing to guess

Comments: _____

_____

HEALTH, SELF-HELP AND/OR PHYSICAL CONCERNS

Please check (✓) only if relevant.

( ) Frequent absences.
( ) Frequent tardies.
( ) Medical problems - please comment.

_____

_____

( ) Takes medication at school.
( ) Nutrition concerns - please comment.

_____

_____

( ) Grooming problems.
( ) Dressing problems.
( ) Eating problems.
( ) Toileting problems.

Please comment: _____

_____

( ) Vision or hearing problems - please comment.

_____

_____

POSITIVE FACTORS

Comment on **observed strengths, creative aptitudes** and **special interests.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

IMPORTANT TOPICS FOR DISCUSSION
ELEMENTARY STUDENTS

1. Tell about the things you do best

2. In what areas are you having problems and want more help?

   a. In school

   b. At home

   c. With your friends

3. Talk about ways you have found that help you learn best. (For example, do you remember things better when you hear about them or see them?)

4. At your Student Study Team meeting listen to what the others are saying.

   a. Do you agree?

   b. Do you disagree?

   c. Do you have other ideas? Please share them.

ELEMENTARY STUDENT WORKSHEET

1. At school, activities I really like

_____

2. The activities I like most away from school are

_____

_____

3. The subjects I am best at:

   a. _____

   b. _____

   c. _____

4. I learn best when _____

_____

5. I want more help with these school subjects:

   a. _____

   b. _____

6. If I could change one thing about school, it would be

_____

7. My teacher, the principal, my parent(s), and I are having a meeting about me because

_____

8. When I do things well, I like to do or get

_____

9. When I grow up, I would like to be a

_____

10. One of my strengths is

_____

AT HOME:

1. My family (the people who live in my house) consists of

_____

2. I get along best with

_____

3. The person I like to talk to most is

_____

_____

4. The person who helps me learn is

_____

_____

IN THE FUTURE:

When I finish school I would like to have one of the following jobs:

1.

2.

3.

What I am doing right now to get myself ready for a job when I finish school is

_____

_____

_____

The three most important goals I have for this year are:

1.

2.

3.

In order to achieve my goals, I plan to

_____

_____

_____

PARENT PREPARATION FOR SST

Note: Please complete this sheet and bring to the SST meeting.

1. Things I really enjoy about my child (his/her **STRENGTHS**) are:

2. Activities I think my child likes best are:

3. My concerns about my child are:

   a. At school

   b. At home

   c. Other

4. Types of descipline I find to be most effective with my child are:

5. Expectatioins I have for my child are:

USE OF SST SUMMARY SHEET
Typical Column Topics

TEACHER _____ SCHOOL _____ TEAM _____

STUDENT _____ PRIMARY LANG. _____ GR___ BIRTH _____ PARENTS _____

M _____ F _____

STRENGTHS	KNOWN INFORMATION MODIFICATIONS		CONCERNS PRIORITIZED	QUESTIONS	STRATEGIES BRAINSTORM	ACTIONS PRIORTIZED	PERSONS RESPONSIBLE WHO?	WHEN?
Academic Social Physical What student likes? Incentives Potential career interests or skills	School Background Family composition Health Performance levels	Changes in program Reading Specialist Tutoring Counseling Repeating grade	Academic Social/ Emotional Physical Attendance	Questions that can't be answered at this time	Team brainstorms multiple creative strategies to address top concerns	Two to three actions chosen from strategies brainstormed	Any team member, including the parent and student	Specific dates

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FOLLOW UP DATE:

(3-6 WEEKS)

STUDENT STUDY TEAM SUMMARY

TEACHER _____ SCHOOL _____ TEAM _____

STUDENT _____ PRIMARY LANG. _____ GR. ___ BIRTH _____ PARENTS _____

M _____ F _____

STRENGTHS	KNOWN INFORMATION	MODIFICATIONS	CONCERNS (PRIORITIZE)	QUESTIONS	STRATEGIES BRAINSTORM	ACTIONS (PRIORITIZE)	RESPONSIBILITY WHO?	WHEN?

FOLLOW UP DATE

Classroom Accommodations and Modifications

CLASSROOM ACCOMMODATIONS AND MODIFICATIONS

The handouts and listing of resources for this inservice include the following:

1.) Alternative Methods of Assessing Student Progress.

2.) Suggestions to Help Students with Auditory Processing Problems.

3.) 25 Adjustments for LD Students in the Regular Classroom.

4.) Program Modification and Intervention Strategies.

5.) Intervention and Modification Idea List.

6.) Listing of Resources.

ALTERNATIVE METHODS OF ASSESSING STUDENT PROGRESS	
Types of Modification	**Procedures**
Verbal Tests	Administer test verbally by the teacher, paraprofessional, peer, or other to permit student to complete similar requirements.
Shortened Test	Reduce the number of test items on a scale to permit additional time or remove items which require more abstract reasoning or have high difficulties level
Levels of Questions	Use different levels of questions for different students — similar to shortened test, but the items are written at a more concrete level.
Frequency of Tests	Utilize short written or verbal measures given on a frequent basis — daily or weekly — to assess student progress. This allows for more feedback on student progress.
Length of Time for Completion	Increase the amount of time a student has to complete the measure to allow for slower writing, reading, and comprehension. This is important with many students.
Types of Response	Provide for short answer or simple marking of correct response by the student. Measures should be matched to student's response strengths.
Verbal Review of Literature	Substitute verbal review of literature for testing. Have student review the course or unit content with teacher, paraprofessional, peer, or resource teacher. This permits the students to present what they have learned and doesn't require that they be limited to test items.
Peer Tutoring	Include peer tutoring for teaching and testing purposes. Permit students to learn from their peers, who often present materials more clearly than the teacher. Peer tutoring does need to be monitored and the peer tutor should receive some basic training.
Development of Instructional Packet	Have student develop a packet of material to show knowledge and understanding of content of the unit. This shows what they believe is important.
Checklists	Use developmental checklists to permit the observation of student learning in a sequential and organized way that shows student progress. Checklists are good in academic content courses and vocational courses. They permit the teacher to limit the number of formal tests.
Class Interaction	Assess student participation in discussion, which indicates student mastery of content.
Course Projects	Measure progress towards final course product. In vocational classes, the standards may need to be altered when making comparisons with other students.

SUGGESTIONS TO HELP STUDENTS WITH AUDITORY PROCESSING PROBLEMS

1. MINIMIZE DISTRACTIONS.
2. KEEP DIRECTIONS SIMPLE. GIVE THE STUDENTS ONE OR TWO DIRECTIONS AT A TIME, CHECK THEM AND THEN ADD THE THIRD DIRECTION.
3. SEAT STUDENTS IN THE FRONT OF THE CLASSROOM.
4. SPEAK DISTINCTLY. WATCH YOUR RATE!!!!
5. BE CONSISTENT WITH YOUR USE OF DIRECTION WORDS.
6. PROVIDE A STARTING POINT THAT LEADS TO IMMEDIATE SUCCESS.
7. PROVIDE AMPLE TIME FOR ASSIGNMENTS -- SOME STUDENTS NEED MORE TIME TO PROCESS WHAT IS EXPECTED OF THEM AND GET IT ORGANIZED IN THEIR MINDS.
8. KEEP ASSIGNMENTS SHORT.
9. ARRANGE FOR A STUDENT TO WORK WITH A PEER HELPER WHO CAN TRANSLATE YOUR DIRECTIONS -- SOMETIMES STUDENTS CAN EXPLAIN IN THEIR OWN LINGO.
10. PROVIDE POSITIVE AND IMMEDIATE REINFORCEMENT.
11. PRAISE THE PART THAT'S GOOD.
12. GRADE ACCORDING TO INDIVIDUAL PROGRESS RATHER THAN AGAINST A PRE-ESTABLISHED NORM.
13. EMPHASIZE ABILITY NOT DISABILITY.
14. RECOGNIZE THAT THE DISABLED LEARNER MAY FALL APART FOR NO APPARENT REASON.
15. TALK WITH THE STUDENT ABOUT HIS LEARNING. HE'LL GIVE CLUES TO HIS LEARNING STYLE AND WHAT WORKS BEST FOR HIM.
16. THROWN OUT THE TWO LOWEST GRADES.
17. USE FILMS AND FILMSTRIPS RATHER THAN TAPES ALONE.
18. ILLUSTRATE VISUALLY WHAT YOU ARE SAYING.
19. ENCOURAGE STUDENT TO "VISUALIZE" WHAT HE HEARS IN 'LIVING COLOR'.
20. KEEP ORAL DEMANDS SHORT.
21. PRESENT THE KEY POINTS IN THE LESSON AT THE BEGINNING AND THEN SUMMARIZE THEM AGAIN AT THE END.
22. ENCOURAGE STUDENT TO OUTLINE, UNDERLINE AND USE A MULTI-COLORED PEN FOR DIFFERENCES IN EMPHASIS.
23. SUGGEST THE USE OF ACRONYMS TO HELP HIM TO REVISUALIZE AND RECALL.
24. ENCOURAGE THE USE OF FLASHCARDS.
25. PROVIDE HIM WITH A WRITTEN LIST OF THE MAIN POINTS TO BE COVERED PRIOR TO THE TEST.

25 ADJUSTMENTS FOR LD STUDENTS IN THE REGULAR CLASSROOM

1. Group test items or items on work pages in smaller groups. (Try two sets of 10 instead of 20.) Color code or circle items into groups on tests which you have already prepared.

2. Reduce the number of items the student is responsible to learn -- 10 not 20 spelling or vocabulary. (Remember, by law we must provide instruction in the least restrictive alternative.)

3. Let a buddy carbon their notes for a student with poor motor or written language skills. The LD student should do some note-taking, even if only to note key terms or concepts so they start to develop their skills. Emphasize the section of a book, etc., so they can skim for terms, etc. Some experts even recommend preparing notes ahead for the students to follow.

4. Allow a crib sheet (3x5 cards are good -- encourages organization of content to fit small space).

5. Set clear, obvious time limits, especially on large, outside-of-class reports. Periodic progress reports from the student work well.

6. Color code important vocabulary and concepts in a text. Once this is done, you will have a text for LD students for 6-7 years.

7. Give examples on the board, transparency or handouts while you explain. This can later serve as part of their crib sheet.

8. Check work page items after 3-6 items are completed if you are unsure students will follow directions or steps of a task. Practice makes permanent, not perfect. If you want the assignment perfect to reinforce skills, be sure they are doing it correctly. For every incorrect input, the brain needs dozens of exposures to erase this misinterpretation and reinterpret the information correctly.

9. Allow additional time on tasks. The student should be informed that time will be given, but they must make the arrangements. (LD class, study hall, before/after school)

10. Give oral directions in a clear, step-by-step manner using written steps, too, if necessary.

11. Allow a reader and/or secretary to assist in test-taking.

12. Instruct students to learn new or confusing terms first. Teach the vocabulary students will need first. Help relate the vocabulary to the content. (Remember, the hierarchy of language development is hearing -- saying -- reading -- writing.)

13. Vary methods of evaluation from written tests and quizzes.

14. Relate the new material you present. Let them know where you've been and where you're going every day. Flowcharts are excellent ways to relate material visually. Many students (especially predominantly right-brained ones) need the whole picture before they can understand the parts. Don't forget to review 3-5 minutes each day on the previous lessons and how they relate.

15. Encourage them to make cards with important terms and the corresponding definitions. Use of pictures or visual clues is also good. Do difficult ones in color.

16. Use color to emphasize important concepts, steps, etc. (Color is processed in the right hemisphere and is an important aid for retention in many individuals).

17. Provide readers or tape recordings of daily assignments.

18. Poor spellers should have a system for keeping words they frequently use and misspell.

19. Allow use of a fact sheet if students are able to follow the process, but don't know the facts readily enough to apply them. It's amazing how fast they retain facts once they finally see the correct answers. Many have counted or guessed for so long that nothing comes automatically.

20. Involve students with good students, especially to review. Good activities are:
    a. Group-guided study
    b. Team testing
    c. Guided reading procedure
    d. Q is for duck
    e. Circle of knowledge

    The above activities are for students of high school age.

21. Limit unrelated terms or concepts to be memorized to 7 or less unless material is very, very easy. We remember those things best which are linked together or related to previous knowledge. Encourage organization of material under topic headings.

22. Allow students to answer questions more on their own level of comprehension (literal -- inferential -- application) instead of all questions.

23. Help the student relate the material to daily living. If it does not link directly, note the thinking process involved and relate them to daily tasks.

24. Provide examples on work pages and even tests if complex tasks are to be completed.

25. Allow students to preview material before you introduce it. (The LD student should be responsible for working out the system which works best for them -- LD teacher, classroom teacher, a buddy, etc.

PROGRAM MODIFICATION AND INTERVENTION STRATEGIES
I. PRINCIPLES AND STRATEGIES

- Carefully evaluate the student's learning characteristics. Once the student's strengths and weaknesses are determined, this information can be used to find the best teaching methods for the student. Generally, it is advisable to teach through the strengths to the weaknesses. For example, use a strengthen in oral story telling as the basis for written composition.

- Make sure the student is "ready" to learn a skill. The teacher should understand what the stages of readiness for learning are and should make sure that prerequisite skills have been acquired.

- Begin instruction at the appropriate level.

- Present learning experience in a variety of ways -- through the motor tactile, kinesthetic, auditory and visual modes. In this way, the student may group and learn the material in the most comfortable way possible for him.

- Give the student concrete materials to utilize in learning, such as an abacus or an anatomical model of the heart.

- Present materials in small distinct steps or parts. By breaking up a concept or skill into parts, the student can thoroughly learn one part at a time.

- Provide adequate drill activities and opportunities for practice of both newly and previously learned skills.

- Give assignments that are short so that the student's attention is not required to remain on any task for a prolonged period of time.

- Provide alternative methods for accomplishing a task, such as taking tests orally rather than in writing.

- Allow the student to use learning aids, such a tape recorder, reference charts, etc.

- Limit the details and the number of activities on worksheets. Make sure worksheets are legible and well spaced.

- Use short, one-concept commands and directions, accompanied by demonstrations or a visual example.

- When grading performance, assess the skill being tested separate from handwriting, spelling or neatness.

- Give immediate feedback on assignments and tasks. Learning is facilitated through appropriate knowledge of results.

- Assign one student as "catcher-up" to explain assignments and help students who missed class. (A daily time could be set aside for "conferencing")

- Establish 'teaching' teams; i.e., team a few 'teaching' students with a few 'learning' students.

- Place the less able student between the proficient students to encourage "osmotic" learning.

- Provide for a "buddy system" in reading, spelling, math drill, e.g., pair better reader with a less able one.

- Pair a non-English speaker with a bilingual student to act as interpreter.

- Use late-track students with early-track students.

- Team an upper-grad class with a lower-grade class for 20 minutes each week.

- Correct errors immediately. Send student work home to be returned the following day with errors corrected. (Ask parents to sign work.)

- Control the structure of the classroom. Students should always have activities or work assigned or available to them.

- At the secondary level, make content and examples as relevant to real-life situations as possible. For example, arithmetic problems could deal with prices, credit, wages, etc.

- Secondary school teachers may find that using techniques associated with the Directed Reading Activity (setting a purpose for reading, introducing new vocabulary, etc.) will benefit all students as well as the special needs students who may have difficulty in content area reading.

NOTE: Ways to Modify Workbook Assignments:

Many workbook assignments are not appropriate for learning handicapped children (or LEP and slow-learning children, for that matter) because they are often:

(1) Too long
(2) Have unclear directions
(3) Have too many kinds of tasks on one page

Consider modifying workbooks by:

- Color cueing for important concepts, clues, different directions
- Reducing the number of pages assigned
- Working with one major direction per page
- Cutting the page into parts to reduce stimuli

- Use peer tutors or helpers.

- Record directions on tape recorder for student to play back.

- Introduce concepts before beginning assignment (concepts dealing with the subject matter as well as with the directions needed to perform the assignments.)

- Minimize distractions: clear desk before working; sit in quieter section of room; use study booth if necessary.

- Cut up old books and workbooks. Present small sections of the visual material on the page. Gradually increase the amount of material the student must handle.

- Use a slotted sheet over books and printed materials which reveals only that portion of the page which the student is reading.

- Give the student one problem to do at a time, gradually increasing the workload according to ability.

- Determine how many problems are essential in order for the student to show mastery of a particular skill. Avoid assigning long sections of problems for drill purposes.

- Use visually stimulating learning materials which focus attention, particularly those materials which highlight only the concept to be learned.

- Limit choices available to two or three which student knows how to do well. Gradually increase the number of choices.

- Build up noise tolerance by seating the student first in an isolated spot, then moving him/her closer and closer to the center of the activity.

- Novel teaching machinery helps to maintain attention span.

- Structure the program so that he/she knows what is expected at all times.

- Give him/her sanctioned times out of his/her seat to let off energy.

- Use relaxation exercises to help release tension.

- Know the student's capabilities. Plan routines within his/her limits.

- Plan several short activities in the same time the rest of the class is engaged in a longer activity. The increase the length of time for each activity.

- Provide many opportunities for activity. For example, make up a reading game in which the student must read the directions before he/she knows what activity to do: "jump five times; run in a circle, etc."

- Allow the student to use filmstrips or other visual aids that stress the same concepts as the lesson, rather than require him/her to read the assignment.

- Find materials written at the student's reading level covering the same topic and allow him/her to read these instead of the class assignment.

- Alter the test format:
    a. Utilize shorter tests
    b. Permit oral responses
    c. Give the test orally; put quesions on longuage master cards
    d. Utilize true-false, matching, or multiple choice (to avoid essay questions.)

- Allow the student more time to complete assignments.

- Introduce new vocabulary prior to reading lesson.

- At the secondary level, avoid forcing students to read aloud. For a student with reading problems, this can be very embarrassing; in addition, comprehension will most likely be poor when reading aloud.

INTERVENTION AND MODIFICATION IDEA LIST
GENERAL IDEAS

I. Interventions related to academic methods/materials

1. Allow a longer time for work to be completed by the student
2. Clearly define your expectations
3. Collect the student's work as soon as it is completed
4. Consult with other teacher(s)
5. Devise a variety of approaches for teaching the same concept. This will reinforce new learning and encourage the student to apply the concept in different situations.
6. Don't assume that the student has prior knowledge about the subject you are introducing
7. During discussions allow the student extra time to answer questions orally
8. Emphasize acquisition of knowledge and skills rather than precision
9. Expect the child to work up to his abilities and to produce the best work he or she can
10. Educational counseling (between teacher and student)
11. For the conscientious student, who will struggle for hours with homework, consider a lighter homework load
12. Group non-readers and readers together during small group or laboratory exercises
13. Have one-to-one conferences with the student; help him or her restate what he or she is responsible for and how well he or she is doing
14. Have the student keep a daily checklist so he or she knows exactly what he or she has completed and what remains to be done
15. Help the student develop strategies for organizing his or her time and materials
16. High Interest, low-level reading materials
17. Immediate feedback regarding performance
18. Include the student in all class activities; design ways so he or she can contribute something to the class
19. Increase or decrease the pace of presentations
20. Individual, one-to-one instruction
21. Individualize the student's program based on a knowledge of his or her strengths, needs, levels of academic achievement and emotional status
22. Make sure you have the student's attention before giving directions or instructions
23. Make assignments more challenging to the student
24. Materials should provide for individual mastery at short intervals
25. Modify assigned tasks by breaking assignments down into short tasks and providing immediate feedback after the completion of each task
26. Monitor the student as much as possible in order to help and reassure him or her
27. Peer or cross-age tutors

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28. Peer tutors can make certain that the student understands directions, read important material to him or her, provide drill practice, orally summarize important textbook passages, write down the student's answers to assignments and tests, and make suggestions to the student for improvements in his or her work
29. Permit the student to work in a quiet, uncrowded corner of the room
30. Present information and instructions in more than one way (e.g., written, verbal, visual, modeling)
31. Provide extra routine and structure
32. Provide opportunities for the student to earn extra credit
33. Reduce the difficulty of assignments
34. Relate new concepts to concrete experiences or other concepts taught earlier
35. Review continuously; point out important points frequently and quiz the student on mastery
36. Review material in different contexts
37. Seat the student away from students who are most likely to distract him or her
38. Seat the student next to a student who can assist as a tutor
39. Shorten and clarify directions
40. Shorten assigned tasks (e.g.: fewer problems, fewer pages to read)
41. Show the student you are interested in him or her and are willing to spend extra time with him or her individually
42. Small group instruction
43. Tape record lessons for repetition
44. Target problem areas, set short term objectives
45. Teach to student's interest and/or areas of strength
46. The student's desk should be free from all materials except the assigned task
47. To determine what works best for the learner:
    a. Ask the student
    b. Observe the student. He or she will tend to use the strategies which work best for him or her.
    c. Use what has worked in the past with that student
    d. Provide the student with choices
48. Volunteer classroom aides
49. Use a different learning approach (e.g.: visual, auditory, tactile-kinesthetic, multisensory)
50. Use study carrels
51. Use written instructions or a list
52. Utilize appropriate visual media methods (e.g.: movies, demonstrations or video tapes)
53. Write directions as well as presenting them orally

II. Interventions related to behavior

1. Behavioral contingency contract
2. "Buddy system"
3. Change of classroom/teacher
4. Change of seating assignment
5. Charting of behavior, progress
6. Clearly define teacher expectations
7. Communication with appropriate community agencies

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8. Consistent consequences for misbehavior(s)
9. Consult with other teacher(s)
10. Consult with support personnel (e.g.: school nurse, school psychologist)
11. Counseling
12. Cueing
13. Educational counseling (between teacher and student)
14. Expect the child to work up to his abilities and to produce the best he or she can
15. Have one-to-one conferences with the student; help him or her restate what he or she is responsible for and how well he or she is doing
16. Ignore misbehavior, when appropriate
17. Immediate feedback regarding performance
18. Include the student in all class activities; design ways so he or she can contribute something to the class
19. Increase positive comments and attention to the student
20. Individualize the student's program based on a knowledge of his or her strengths, needs, levels of academic achievement and emotional status
21. Individualized behavior management program
22. Make sure student knows he is responsible for his own behavior
23. Make sure you have the student's attention before giving directions or instructions
24. Monitor the student as much as possible in order to help and reassure him or her
25. Parent conference
26. Peer or cross-age tutors
27. Permit the student to work in a quiet, uncrowded corner of the room
28. Positive notes, positive phone calls home
29. Positive reinforcement
30. Redirect the student's activities before school, at lunch, at recess and after school
31. Review of cumulative records/school psychological records
32. Seat the student next to a student who can assist as a tutor
33. Seat the student away from students who are most likely to distract him or her
34. Show the student you are interested in him or her and are willing to spend extra time with him or her individually
35. Structure and encourage peer interations. These student relationships will provide an opportunity for modeling of age-appropriate social behavior
36. Systematic communication with parent
37. Target problem areas, set short term objectives
38. Time-out
39. To determine what works best for the learner:
    a. Ask the student
    b. Observe the student. He or she will tend to use the strategies which work best for him or her
    c. Use what has worked in the past with that student
    d. Provide the student with choices
40. Token economy
41. Use study carrels
42. Volunteer classroom aides

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III. Interventions related to educational programming

1. Adjust length of school day
2. Bilingual Assistance, ESL program
3. Change of class schedule (at secondary level)
4. Change of classroom/teacher
5. Change of grade placement
6. Change grouping of students in the classroom
7. Change of school placement
8. Chapter I Math
9. Chapter I Reading
10. Consult with support personnel (e.g.: school nurse, school psychologist)
11. Counseling
12. Language, speech and hearing assistance
13. Migrant Program
14. Miller-Unruh Reading Program
15. Tutoring (before or after school, at school site)

RESOURCES

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Attention Deficit Disorder

(ADD)

and

Attention Deficit Disorder

With Hyperactivity

(ADHD)

ATTENTION DEFICIT DISORDER

AND

ATTENTION DEFICIT DISORDER WITH HYPERACTIVITY

The handouts and listing of resources for this inservice include the following:

1.) Diagnosis of Attention Deficit Disorder (ADD) and Attention Deficit Disorder with Hyperactivity (ADHD) utilizing the Criteria from the Diagnostic and Statistical Manual of Mental Disorders (DSM IV).

2.) How to Identify - How to Help.

3.) ADD Classroom Management Suggestions.

4.) ADD Home Management Suggestions.

5.) Listing of Resources.

DSM IV CRITERIA FOR ATTENTION-DEFICIT/HYPERACTIVITY DISORDER*

The guidelines for a diagnosis of ADHD outlined in the Diagnostic and Statistical Manual of Mental Disorders (4th Edition, 1994) are as follows:

A. Either (1) or (2):

(1) Six or more of the following symptoms of **inattention** have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Inattention

a. often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities
b. often has difficulty sustaining attention in tasks or play activities
c. often does not seem to listen when spoken to directly
d. often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
e. often has difficulties organizing tasks and activities
f. often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
g. often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books or tools)
h. is often easily distracted by extraneous stimuli
i. is often forgetful in daily activities

(2) six (or more) of the following symptoms of hyperactivity-impulsivity have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Hyperactivity

a. often fidgets with hands or feet or squirms in seat
b. often leaves seat in classroom or in other situations in which remaining seated is expected
c. often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
d. often has difficulty playing or engaging in leisure activites quietly
e. is often "on the go" or often acts as if "driven by a motor"
f. often talks excessively

Impulsivity

g. often blurts out answers before questions have been completed
h. often has difficulty awaiting turn

i. often interrupts or intrudes on others (e.g., butts into conversations or games)

B. Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years

C. Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home)

D. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning

E. The symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).

ATTENTION DEFICIT DISORDER (A.D.D.)

HOW TO IDENTIFY - HOW TO HELP

I. Definition of A.D.D. - A Chronic Disorder
   - A. A.D.D. with Hyperactivity
   - B. A.D.D. without Hyperactivity
   - C. A.D.D. Residual - diagnosed in the late teen or early adult

II. Some Possible Causes of A.D.D.
   - A. Biochemical imbalances in the brain (indogenous depression)
   - B. Genetics (75% family history one or both parents)
   - C. Fetal Alcohol Syndrome (up to 50% have A.D.D.)
   - D. Birth Trauma (trauma to brain from lack of oxygen)
   - E. Infections (Meningitis, Encephalitis)
   - F. Allergies - More A.D.D. children have allergies
   - G. Medications (side effects from theophylline products, antihistamines, phenabarbitol or dilantin - asthma drugs
   - H. Family Stress
   - I. Diet

III. Symptoms of A.D.D. (Criteria by American Psychiatric Association)
   - A. Poor Concentration
     1. Cannot focus on salient details - Cannot finish tasks
     2. difficulty learning where and what to do
     3. disorganized
     4. short-term memory failure
     5. forgetful
     6. doesn't seem to listen
   - B. Distractibility (sensory)
     1. visual - scanning room
     2. auditory - inability to tune out background noise
     3. tactile - touching and texture
   - C. Social Distractibility - cannot resist social vibrations in the classroom
   - D. Insatiability
     1. always wants more
     2. preoccupied with the future

E. Impulsivity - Disinhibition
    1. Behavioral
        -cannot wait turn
        -cannot enter a group smoothly
        -problems behaving, calls out, acts before thinking
    2. Cognitive
        -wants to finish no matter what
        -premature closure
F. Poor Self-monitoring
    1. Does not proofread
    2. Cannot notice mistakes
    3. Will not go back over test answers or math problems

G. Hyperactivity

IV. A.D.D. In the Classroom
A. Elementary (primary) Student
    1. Moderate to high activity level
    2. Highly distractible
    3. Must be prompted to get back to work
    4. See impulsiveness more in unstructured classes
    5. Immune to consequences
    6. Typically means well - blows it - does not know why (no cause-effect relationship)
    7. In and out of seat (sits with feet on chair first)
    8. Low frustration level
    9. Selective attention
    10. Disorganized
        a. parents and teacher need to keep track of child's papers
        b. never seem to mature in this area
        c. loses major items
    11. Quick-tempered
    12. Overreacts
    13. Difficulty modulating themselves - talks loud
    14. Has trouble following through
    15. Sleep disturbances
    16. Notices everything - but not aware of detail
    17. Trouble following directions
        a. short-term memory often worse than long-term
        b. cannot finish independent work
        c. difficulty following directions accurately and completely
        d. gets stuck on a difficult task
    18. Often creative and artistic

19. Can seem to be disinterested and uncaring (non-hyperactive)
20. Language problems
    a. cannot process directions
    b. misses main ideas
21. Many somatic complaints
22. May not like a lot of chaos around them - may be a loner (needs structure)

B. Middle School (Junior High) Student

1. Activity level has decreased
2. Motivation problems continue or worsen
3. Secondary depression - poor self-esteem is a key at this point
4. Can be seen as having a "poor attitude" - lazy
5. Inconsistent performance - cannot hold it all together at the same time
6. Can be lethargic in class
7. Many give up - feel efforts go unrewarded - unrecognized
8. Important diagnostic criteria
    a. disorganization
    b. cannot complete tasks
9. Reading comprehension becomes a problem - does not have ability to focus
10. Does not see long-term consequences of things
    a. abstract reasoning a real problem
    b. irresponsible
    c. the "disappointing student" always falls short of expectations

V. Interventions and Treatment

A. Recognizing A.D.D.

1. teacher
2. parent
3. physician

B. Medication

1. Ritalin most used, most effective. Cylert and Dexedrine also used.
2. No easy way to dose medication
    -low dose and work up
    -strictly individual, must be closely monitored
    -the higher the dosage of Ritalin, the less hyperactivity, but also the less cognitive functioning

3. 75% to 85% positive response to medication
   -some children have less positive responses
   -up to 25% of A.D.D. students do not respond to medication
   plateaus can be reached on medication - need to have a re-evaluation

C. Class Room Management
   1. Behavior Modification
      -very effective
      -will respond but not as well or as consistently as other children
   2. Must work on positives
   3. Support and encourage positive self-esteem
   4. Educational bypass strategies
   5. Must have close teacher monitoring

D. Counseling Services
   Up to 70% of A.D.D. children have emotional problems

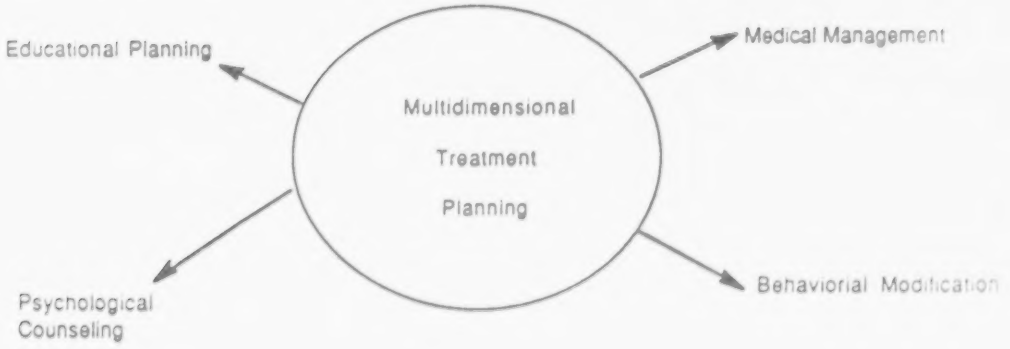
E. Demystification
   educate the teacher, parent and student about A.D.D.

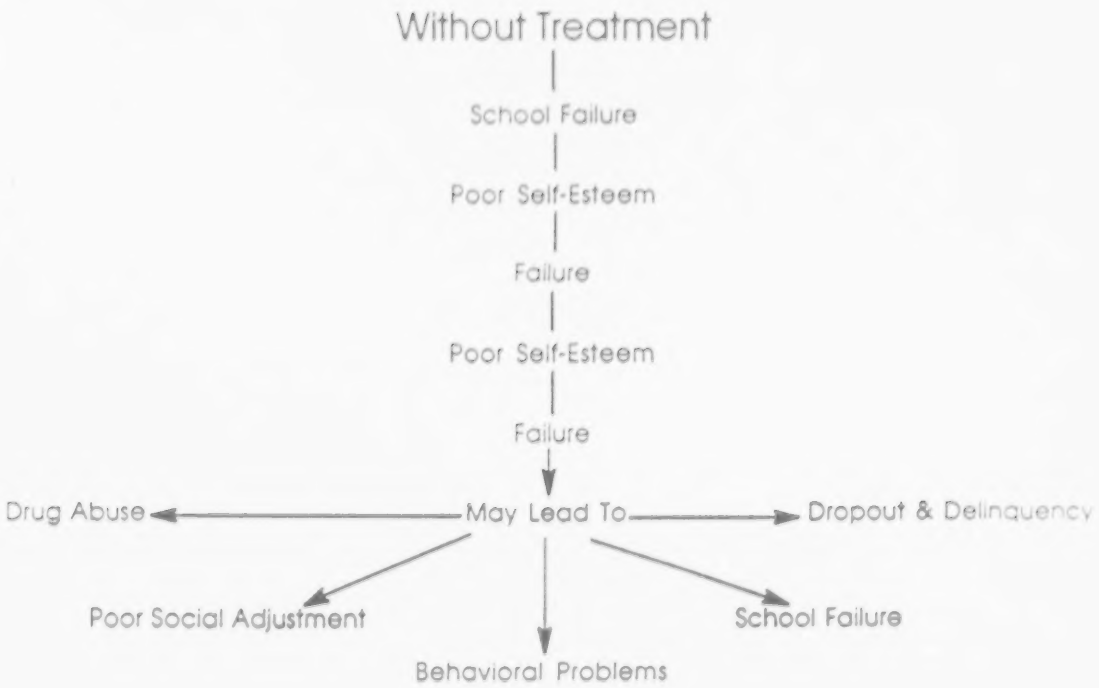
F. Diet
   only 1% respond to changes in diet

VI. Some current A.D.D. Statistics

A. Three percent to five percent of all children may have A.D.D.
B. A.D.D. is six to eight times more common for boys than girls
C. About 600,000 to one million children in North America are now being treated with stimulant medication.
D. Fewer than five percent of children treated with psychostimulants have negative reactions.
E. Thirty percent to fifty percent of children with A.D.D. continue to have problems such as short attention span, impulse control and emotional liability.
F. Thirty percent of A.D.D. children will have repeated one grade by the time they reach high school. Sixty percent of A.D.D. high school students will be two years behind in academic achievement.

Treating Attention Deficit Disorders





A.D.D. CLASSROOM MANAGEMENT SUGGESTIONS

1. When doing desk work, keep everything off the desk that is not needed for the task.

2. Place the A.D.D. student in part of the room with fewest distractions i.e., in front row, away from windows and door. Near the teacher.

3. Provide "work stations" and learning space for the student, if possible. This will help to reduce unwanted stimuli.

4. Divide and shorten assignments, with rewards in between. Avoid heavy doses of desk work and provide opportunities for purposeful movement.

5. Consistently strive to attract the child's eyes and ears to the teacher and the oral message, directions or assigned task. Make sure the student is paying attention. Encourage oral footnoting - as the A.D.D. student repeats information to enhance the understanding and learning.

6. Provide considerable structure and routine. A.D.D. students cannot handle chaos.

7. Define limits clearly and reasonably, with consequences clearly understood.

8. Insist the student follows through and finishes each assigned task correctly. Set time limits and do not allow the student to terminate until the task is completed in the prescribed manner.

9. Do not let the student control the situation. Supervise carefully and check each piece of work as it is completed.

10. Find and provide something of special interest for the A.D.D. student. Encourage the student to work on it.

11. View the length of attention as a level of skill development. Determine the child's current length of attention and proceed toward a terminal objective. Child's tolerance should increase little by little.

12. If on medication, monitor to make sure dosage is taken and is still productive. Watch for dosage plateaus - these need to be reported to parents.

13. Realize the child will be more inattentive just before lunch and late in the afternoon, and plan instruction accordingly.

14. Reward the child when on task. Catch the child being good. Give non-attention to inappropriate behavior by attending to children who are behaving appropriately. A system of check marks or some other visible tangible system allows the child to measure his own success directly.

15. If possible, make a weekly report to parents on the quality and quantity of work accomplished by their child. Indicate the positives in behavior and completed assignments, as well as any negatives.

16. Ascertain the circumstances under which a child is attentive or inattentive. Make adjustments accordingly. Antecedents - behavior - consequences.

17. Provide an atmosphere of acceptance and positive regard.

18. When teaching or giving instructions, say it and write it. When needed, repeat it.

19. The use of different colors, graphics and animation for individual instructional points should be utilized. A.D.D. students also often respond in a most positive way to computerized instruction - when they can set their own pace and experience self-monitoring.

20. Activities to help the A.D.D. student are ongoing and long-ranged. The positive results are a wonder to behold.

A.D.D. HOME MANAGEMENT SUGGESTIONS

The following are general guidelines for parents designed to give direction in fostering and nurturing a child exhibiting attentional deficits and concurrent problems that often occur. Because of the unique and individual traits of each child, advice on how to deal with specific problems and habits should come from a trained clinician familiar with the child's strengths and deficits.

1) Children with attention deficits require both educational and personal success and therefore their strengths must be discovered and demonstrated. Artistic, athletic or creative ability of any kind should be fostered even though, at times, their deficits may appear more prominent.

2) Children should not be expected to recover overnight, even with the use of effective medication. Rather, small steady improvements in behavior or academic achievement should be recognized and rewarded. Ideally, parents should temper criticism with praise each day.

3) Parents should not attempt to deal with all of a child's problem behaviors at the same time. A more successful approach is to select one or two traits that are most in need of management and work primarily on these.

4) Children with attention deficits benefit from predictability and structure at home such as routine schedules for getting up in the morning, doing homework in the evening and assuming daily responsibilities. These should be structured to fit the family's lifestyle and daily routines.

5) Many children with attention deficits exhibit various sleep problems such as trouble getting to sleep or waking very early. These need to be managed carefully so as not to make the child feel guilty. As long as it does not disrupt other family members, the child should be reassured that sleep is his own affair. If a lack of sleep interferes with school performance, then alternatives need to be tried.

6) Completing homework is often a chronic problem for these children. A preset routine for academic work each evening (except weekends) helps establish good study habits. Ideally, siblings should be working at the same time or at the very least removed from the child's work area. External distractions should also not be allowed during these times.

It is also recommended that their desks should not be in their bedrooms since it is so distracting - the bed is associated with sleep and wall hangings, toys, etc., are a constant temptation to daydream. Ideally, the desk should be in another room or children permitted to work at the kitchen table, dining room, etc., where supervision can be easily provided.

7) Most important, when there are two parents in the household, both parents must have similar policies and reactions to the various actions and behaviors of A.D.D. children. Consistency between parents in both discipline and rewards is vitally important to the personal success of the child.

8) Decisions about whether to continue medication over the weekend or during school holidays and summer vacation usually depend on how the child behaves without the medication. If the child and family can manage without it, then it should not be used. As in all questions about the use of medicine, the child's physician should be the final authority about drug dosage.

RESOURCES

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Language acquisition

LANGUAGE ACQUISITION

The handouts and listing of resources for this inservice include the following:

1.) Reflections of a 9th Grade Mexican Girl, Immigrated at Age 13.

2.) The Four Levels of Language Development and Student Behaviors for Each Level.

3.) A Quick Language Assessment.

4.) Duration of Language Development.

5.) Painless Ways to Work with Potentially English Proficient (PEP) Students.

6.) Guidelines for Dealing with Issues of Diversity and Equality.

7.) Listing of Resources.

REFLECTIONS OF A 9TH GRADE MEXICAN GIRL, IMMIGRATED AT AGE 13

I JUST SAT IN MY CLASSES AND DIDN'T UNDERSTAND ANYTHING. SOMETIMES I WOULD TRY TO LOOK LIKE I KNEW WHAT WAS GOING ON, SOMETIMES I WOULD JUST TRY TO THINK ABOUT A HAPPY TIME WHEN I DIDN'T FEEL STUPID. MY TEACHERS NEVER CALLED ON ME OR TALKED TO ME. I THINK THEY EITHER FORGOT I WAS THERE OR ELSE WISH I WASN'T. I WAITED AND I WAITED, THINKING SOMEDAY I WILL KNOW ENGLISH.

FROM IMMIGRANT STUDENTS AND THE CALIFORNIA PUBLIC SCHOOLS: CROSSING THE SCHOOLHOUSE BORDER (1988)

EADM30027

WHAT ARE THE STUDENT BEHAVIORS FOR EACH LEVEL?

STAGE	STUDENT BEHAVIOR	STUDENT RESPONSE
PRE PRODUCTION	-The student is a LISTENER -The student is SILENT -The student gives NON VERBAL RESPONSES:	nod point touch circle draw cut out
EARLY PRODUCTION	-The student still LISTENS -The student uses ONE OR TWO WORD ANSWERS -The student uses SHORT FIXED PHRASES ("good morning") -The student is concerned with COMPREHENSION	say name list label recall fill in sort group recite repeat
SPEECH EMERGENCE	-The student SPEAKS in longer PHRASES AND SENTENCES -The student engages in DIALOG -The student makes ERRORS in GRAMMAR AND SYNTAX -The student tries to COMMUNICATE MESSAGES in academic situations	retell explain complete compare contrast define order
INTERMEDIATE FLUENCY	-The student engages in CONVERSATION -The student uses CONTENT AREA IN CONVERSATIONS to respond to questions and talk about other topics -The student has NEAR NATIVE FLUENCY -The student makes INFERENCES -The student DEFENDS ideas	make up create design defend justify examine simplify conclude infer organize take apart rearrange debate

Pupil's Name _____ Pupil's Stage _____

Quick Assessment

DIRECTIONS: This quick assessment is administered orally on an individual basis. The test is stopped when a pupil responds incorrectly to two out of five questions in a stage. Place the picture in front of the student and begin. When you finish, enter the Pupil's Stage (I, II, II, or IV) at the top of the sheet and transfer the results to the "Class Profile".

	QUESTIONS	ACCEPTABLE RESPONSES	+	0
1.	Point to the glass.	Pupil points to the glass.		
2.	Now, point to the dish.	Pupil points to the dish.		
3.	Put your finger on the milk.	Pupil points to the milk.		
4.	Put your finger on the fork and knife.	Pupil points to the fork and knife.		
5.	Touch the girl.	Pupil touches girl (2 or more errors, STOP - Stage I)		
		Pupil says:		
6.	What is this? (Point to table)	a table.		
7.	What is the girl holding?	a plate/dish/fork/knife/silverware/napkin		
8.	Where is she standing?	by the table/next to the table/behind the table/near the table/in the kitchen.		
9.	How many chairs do you see?	two/two chairs.		
10.	What is the girl wearing?	a dress/skirt/sweater/blouse/ribbons. (2 or more errors, STOP - Stage II)		
		Pupil says:		
11.	Tell me what you see in the picture	a girl is setting the table/holding dish/spilling milk/cleaning up mess/clearing of table/etc.		
12.	What did the girl do?	(Past tense form of any answer to 11.)		
13.	What will she do next?	she will clean it up/pour more milk/be more careful/pay attention/etc.		
14.	What happens when you spill something?	I get in trouble/My parents get mad/I clean it up/I waste it.		
15.	Did you ever spill anything?	(Accept any logical answer representative of connected speech.) (2 or more errors, STOP - Stage III)		

		Pupil says:	
16.	How do you think the girl feels?	She is angry/sad/mad/bad/upset/etc.	_____
17.	In what other situations do you feel like that?	(Accept any creative response.)	_____
18.	Why do you think she might be upset?	She will get in trouble/someone will get (be) mad at her/etc.	_____
19.	What do you think would have happened if she had decided not to clean up the mess?	(Accept any creative response.)	_____
20.	Why do you think people should clean up after themselves?	(Accept any logical response.) (2 or more errors, STOP - Stage IV)	_____

LANGUAGE ACQUISITION WORKSHOP

1. It takes about 12 years to develop language in children.

2. It takes about 2 years to develop oral/aural language skills in a second language.

3. It takes on the average five to seven years to achieve grade level performance on school-type tasks.

4. All language learners must make mistakes and develop interlanguage.

5. Conversational skills and literacy skills are completely different.

6. Cultural factors affect academic success in the new setting.

7. Previous education affects academic success in the new setting.

8. Classroom practices and atmosphere affect academic success in the new setting.

9. Learning a new language/culture is not easy.

10. School-type language use must be taught.

Painless Ways to Work With PEP Students

Easy strategies for working with our Potentially English Proficient students in your classroom include:

1. Seat the student close to where you, as a facilitator, normally give whole group directions and instructions to allow for fewer distractions.

2. Assign a dependable "buddy" to assist newer or less experienced students when additional directions are needed to complete assignments. Also encourage the buddy to adopt their charge for a few days to show the newer arrival some of the "ropes" of school survival/logistics.

3. Don't be afraid to repeat explanations, directions, or instructions as needed. Model your directions as often as possible to provide a visual image of the desired behavior.

4. Speak at a natural pace. Exagerated slow speech is offensive and does not reflect "real world" language. Do be careful of using slang or idiomatic expressions.

5. Allow for a longer pause time after posing a question or making a key point. Some cultures have a longer natural "pause time" than we are accustomed to. It also takes a bit longer to process the new information when we are also dealing with a second language.

6. Allow time for the Silent Period to run its course. Don't expect the PEP student to give a lengthy response to your questions. Adjust your questions to elicit one word or gestural answers if needed.

7. Accept any comprehensible student response based on content, not form. Avoid the correction of errors in grammar, pronunciation, or vocabulary in a student's oral response. Accept and celebrate the effort as comprehensible, and then model the correct form without comment.

8. Provide visual support in content area instruction - pictures, diagrams, graphic organizers, drawings, etc.

9. Provide manipulatives in all subject areas. The more senses we involve the more comprehensible the input!

Guidelines for Dealing with Issues of Diversity and Equality

1.
Don't ignore it!
Do not let an incident pass without remark. To do so sends the message that you are in agreement with such behavior or attitudes. The intervention may not always take place at the exact time or place of the incident if to do so would jeopardize the safety of the students, but it must be brought up as soon as appropriate.

2.
Explain and engage when raising the issue.
Try not to preach or be self-righteous.

3.
Don't be afraid of possible tension or conflict.
In certain situations it may be unavoidable. These are sensitive and deep-seated issues that won't change without some struggle.

4.
Be aware of your own attitudes, stereotypes, and expectations, and be open to discovering the limitations they place on your perspective.
We are all victims of our misconceptions to some deree, and none of us remain untouched by the discriminatory images and behaviors we have been socialized to believe.

5.
Project a feeling of understanding when events occur.

6.
Recognize that it is a long term struggle.
So try not to get too frustrated. The 'isms' won't be eradicated in a day or from one 'multicultural' presentation. It is a constant process of change and growth.

7.
Be aware of your own hesitancies to intervene in these situations.
Confront your own fears about interrupting discrimination, set your priorities, and take action.

8.
Be a role model.
Always reflect and practice the positive values you are trying to teach. Try not to compartmentalize your responses to 'multicultural time.'

9.
Be nonjudgmental but know the bottom line.
Issues of human dignity, equality, and safety are non-negotiable.

10.
Distringuish between categorical thinking and stereotyping.
For example, 'redheads' is a category, but 'redheads have fiery tempers' s
a stereotype.

from Patti DeRosa
The Multicultural Project for Communication and Education, Inc., Cambridge, MA

RESOURCES

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ADVOCACY FOR STUDENTS

ADVOCACY FOR STUDENTS

The handouts and listing of resources for this inservice include the following:

1.) Definitions of Child Abuse.

2.) Background Information on What are Learning Disabilities.

3.) Information on Eligibility Criteria for Special Education Services.

4.) Parents and Professionals Advocating Collaboratively.

5.) Qualities of a Collaborator.

6.) Communication Styles.

7.) Listing of Resources.

DEFINITIONS OF CHILD ABUSE

The Federal Child Abuse Prevention and Treatment Act of 1974 defines child abuse and neglect as:

> willful acts of cruelty and unjustifiable punishment involving the physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of 18 by a person, including an out-of-home caretaker, who is responsible for the child's welfare under circumstances whereby the child's health or welfare is harmed or threatened thereby.

Physical Abuse: Means a physical injury inflicted by other than accidental means on a child such as bruises, burns, welts, cuts, and bone and skull fractures; these are caused by kicking, punching, biting, beating, knifing, strapping-, paddling, shaking, etc. Injuries which are willfully inflicted permitting unjustifiable physical pain or mental suffering, or the endangerment of the child's person or health and result in a traumatic condition, is reportable as child abuse.

Sexual Abuse: Means the victimization of a child by sexual activities including, but are not limited to, sex acts with children, child molestation, and does not require force or lack of consent. Sexual abuse ranges from rape, incest, oral copulation, indecent exposure/exhibitionism, fondling, sodomy and intercourse to exposure and seduction; it also includes sexual exploitation, which refers to the use of children and teenagers as prostitutes or in pornographic films.

Severe Neglect: Is the negligent failure of a person having the care or custody of a child to protect the child from severe malnutrition or medically diagnosed nonorganic failure to thrive. 'Severe neglect' also means those situations of neglect where any person having the care or custody of a child willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered. This would include the intentional failure to provide adequate food, clothing, shelter, nurturance, protection, supervision, medical or dental care. It also pertains to both acts and omissions on the part of the caretaker.

General Neglect: Means the negligent failure of a person having the care or custody of a child to provide adequate food, clothing, shelter, good hygiene, education, nurturance, protection or supervision where no physical injury to the child has occurred.

- **Physical** -- includes abandonment; refusal to seek, allow, or provide treatment for illness or impairment; inadequate physical supervision; disregard of health hazards in the home; and inadequate nutrition, clothing, or hygiene when the means of providing them are available.
- **Medical neglect for disabled infants** -- includes withholding by hospitals of medically beneficial treatment from infants solely on the basis of present or future physical or mental impairments.
- **Educational** -- includes knowingly permitting chronic truancy; keeping the child home from school repeatedly without cause; or failing to enroll a child in school.

Emotional Abuse: Means willfully causing or permitting any child to suffer, or inflicting mental suffering, or endangering a child's emotional well-being. It is identified by a pattern of destructive interaction between child and parent, illustrated by either an attitude[1] of:

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- **Rejecting** -- where the adult refuses to acknowledge the worth and the legitimacy of the child's needs (for example: belittling, sarcasm, constant criticism, and verbal assault, name calling, threatening, yelling, etc.) or by nonacceptance of the child illustrated by a lack of feedback to the child.

- **Isolating** -- the adult cuts the child off from normal social experiences, prevents the child from forming friendships, and makes the child believe that he or she is alone in the world.

- **Terrorizing** -- is when the adult verbally assaults the child, creates a climate of fear, bullies or frightens the child, and makes the child believe that the work is capricious and hostile.

- **Ignoring** -- is where the adult deprives the child of essential stimulation and responsiveness, stifling emotional growth and intellectual development.

- **Corrupting** -- is where the adult "mis-socializes" the child, stimulates the child to engage in destructive antisocial behavior, reinforces that deviance, and makes the child unfit for normal social experience.

Emotional abuse also includes acts or omissions which result in an injury to the intellectual or psychological capacity of a child a s evidenced by a substantial impairment to the child's ability to function within a normal range of performance and behavior. The results of which may be characterized by disturbed behavior on the part of the child such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting-out behavior. For example, trying or locking a child in a closet or inadequate nurturance such as that affecting failure-to-thrive babies.

Excerpted from Garbarino, J., Guttmann, E., Seeley, J.W. (1986). The psychologically battered child: Strategies for identification assessment, and intervention. San Francisco: Jossey Bass.

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BACKGROUND

There are many possible causes of a learning disability:

1. The brain may have developed slightly differently, in utero, due to physical trauma (mother's illness, poor nutrition, drug use), or due to an inherited genetic pattern.

2. Premature birth.

It may be impossible to know the exact cause of a learning disability. But learning disabilities exist and are unrelated to intelligence.

In California, to be recognized as having a learning disability, a student must show significant discrepancy between academic achievement and the ability to learn. Additionally, the person with a disability has an identified difficulty with one or more of the learning processes. Learning disabilities cannot be "cured" but effective compensation techniques can be taught enabling students to learn.

Our brain receives information through all of our senses, processes the information, stores it, and recalls information as needed.

Learning disabled persons learn differently because messages or information gets "mixed up" going into the brain, upon analysis, in storing the information, or in recall, depending on the type of disability.

Learning disabilities can manifest in:

Reading
Math
Spelling
Writing
Listening and Remembering
Seeing and Remembering
Following Directions
Sequencing

Persons with learning disabilities have <u>normal</u> intelligence or better. However, learning disabled students may not feel as smart as others because they are not learning as easily or as quickly as others around them. Self-esteem can be affected. Social skills may be affected too.

INFORMATION ON ELIGIBILITY CRITERIA

Contrary to the common assumption, the regulations establish eligibility criteria for all students seeking special education, not just for learning disabled students. In order to qualify as an individual with exceptional needs under the eligibility criteria, the assessment conducted must demonstrate that the degree of the student's impairment in one or more of the following areas requires special education and related services which cannot be provided with modification in the regular school program. Speaking in general terms, the qualifying areas of impairment set out in the eligibility regulations are: hearing impaired, concomitantly hearing and visually impaired; speech or language disordered; visually impaired; severely orthopedically impaired; impaired in strength, vitality, or alertness due to chronic or acute health problems, exhibiting autistic-like behavior; mentally retarded; seriously emotionally disturbed; or learning disabled.

Q. ARE THE ELIGIBILITY CRITERIA APPLIED TO PUPILS WITH A SUSPECTED LEARNING DISABILITY UNUSUAL?

A. Yes. Three major requirements must be met in order to be considered learning disabled under the eligibility criteria. First, the pupil must have a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. The basic psychological processes include: attention, visual processing, auditory processing, sensory motor skills, and cognitive abilities (including association, conceptualization and expression).

Second, this disorder may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Third, the pupil must have a severe discrepancy between intellectual ability and achievement in one or more of the academic areas referred to in the law. The regulations define intellectual ability as including both acquired learning and learning potential as determined by a systematic assessment of intellectual functioning. The pupil's level of achievement includes his/her level of competence in materials and subject matter explicitly taught in school as measured by standardized achievement tests. The academic areas identified in the law are: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, and mathematics reasoning.

It is in determining this severe discrepancy that the eligibility criteria might be considered unusual. Although other methods are not precluded, the regulations and the DOE's implementing material facilitate technical comparison of standardized achievement test and IQ test scores to determine whether such a discrepancy is present. These test scores are first converted into common standard scores, and the difference between these scores is computed. This computed difference is then compared to the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and IQ tests. If the computed difference equals or exceeds the product, a severe discrepancy is indicated. Any such discrepancy must be corroborated by other appropriate assessment data.

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Parent/Professional Differences

Parent	Professional
Individual Concern with one child's individual progress, needs	**Group** Must focus on the whole class or group
Emerging Skills Concern with what child is learning	**Established Skills** Knowledge or what child has mastered
History Has the perspective of how far the child has come	**Present** Concern with present development of child
Present Concern with the here and now	**Futuristic** Look to what child will be able to do in the future, career potential
Diffused Tend to see whole child's on-going development	**Specificity** Concern with specific aspects of the child
Emotional Emotional involvement with child, primary relationship	**Objective** Sees child more objectively, able to distance self from child
Given Given this child, parents must accept the child as is	**Achieved/Chosen Profession** Professional career choice
Submissive Parents often feel helpless, uneducated	**Dominant** Teachers have the power, position, expertise
Individualized Want to have their child approached and taught as an individual to meet his or her needs	**Universal** Look for one best method, way to work with all children

Adapted from: Parents and professionals advocating collaborative training (P-PACT). San Diego State University, Department of Special Education,1987.

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Qualities of a Collaborator

1. Is Self Confident...about interpersonal skills...about competence in his or her own discipline
2. Values Self-Awareness and Growth as a Continuous Process
3. Is Open to Other Perspectives...other disciplines...other cultures...other personalities...other ways of achieving a goal
4. Has a Clear Set of Values and is Assertive in Expressing Them
5. Is Self-Directed or Interdependent, as Appropriate
6. Has a Systems Perspective on the Family, the Community, and Society...and sees himself as part of these
7. Is Able to Tolerate Ambiguous Situations
8. Is Flexible
9. Is Able to Negotiate in Conflict Situations
10. Has Good Observation Skills...concerning both self and others
11. Has Good Helping and Communication Skills
12. Understands Group Processes and Dynamics

Taken from: Interdisciplinary Center for Human Services, California State University, Fresno

Communication Styles

Passive/Nonassertive

Behavior characteristics include not expressing feelings, needs and ideas; ignoring your rights and allowing others to infringe on them. It is emotionally dishonest, indirect, inhibited and self-denying. The nonassertive person allows others to choose for them. The result is anxiety and disappointment with a possible buildup of anger and resentment.

Aggressive

Behavior characteristics include expressing feelings, needs and ideas at the expense of others, ignoring the rights of others, trying to dominate and even humiliate. This is defensive, hostile and self-defeating and can result in feeling angry, self-righteous, and possibly guilty.

Assertive

Characteristics include expressing feelings, needs and ideas and standing up for legitimate rights in ways that don't violate the rights of others. It is emotionally honest, direct, expressive and self-enhancing. The assertive person makes choices, is usually confident, and feels good about self.

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RESOURCES

Garbarino, J. & Scott, F. (1992). What children can tell us. San Francisco: Jossey Boss Publishers.

Kaufman, B. & Wohl, A. (1992). Casualities of childhood. New York: Brunner/Mazul Publishers.

Kennedy, E. (1984). Crisis Counseling. New York: Continuum.

Office of the Attorney General (1990). Child abuse: Educator's responsibilities. California: Crime Prevention Center.

Communicating Effectively With Parents

Parent/Professional Differences

Parent	Professional
Individual Concern with one child's individual progress, needs	**Group** Must focus on the whole class or group
Emerging Skills Concern with what child is learning	**Established Skills** Knowledge or what child has mastered
History Has the perspective of how far the child has come	**Present** Concern with present development of child
Present Concern with the here and now	**Futuristic** Look to what child will be able to do in the future, career potential
Diffused Tend to see whole child's on-going development	**Specificity** Concern with specific aspects of the child
Emotional Emotional involvement with child, primary relationship	**Objective** Sees child more objectively, able to distance self from child
Given Given this child, parents must accept the child as is	**Achieved/Chosen Profession** Professional career choice
Submissive Parents often feel helpless, uneducated	**Dominant** Teachers have the power, position, expertise
Individualized Want to have their child approached and taught as an individual to meet his or her needs	**Universal** Look for one best method, way to work with all children

Adapted from: Parents and professionals advocating collaborative training (P-PACT), San Diego State University, Department of Special Education,1987.

States of the Coping Process:

Collaboration Defined

Collaboration Is:

- A Voluntary Relationship
- A Joint Responsibility
- An Attempt to Reach Consensus and Commitment
- A Learning Experience
- An Ongoing Relationship

Qualities of a Collaborator

1. Is Self Confident...about interpersonal skills...about competence in his or her own discipline
2. Values Self-Awareness and Growth as a Continuous Process
3. Is Open to Other Perspectives...other disciplines...other cultures...other personalities...other ways of achieving a goal
4. Has a Clear Set of Values and is Assertive in Expressing Them
5. Is Self-Directed or Interdependent, as Appropriate
6. Has a Systems Perspective on the Family, the Community, and Society...and sees himself as part of these
7. Is Able to Tolerate Ambiguous Situations
8. Is Flexible
9. Is Able to Negotiate in Conflict Situations
10. Has Good Observation Skills...concerning both self and others
11. Has Good Helping and Communication Skills
12. Understands Group Processes and Dynamics

Taken from: Interdisciplinary Center for Human Services, California State University, Fresno

Qualities of a Collaborator
Self Assessment

Rank your skills as a collaborator on the continuum below. Please circle the number in each category that best matches your skill level.

		Needs Improving		Adequate		Well Developed
1	I am self confident	1	2	3	4	5
2	I know my strengths and weaknesses	1	2	3	4	5
3	I make a conscious effort to improve my skills	1	2	3	4	5
4	I am open to differences (cultures, personalities, ideas)	1	2	3	4	5
5	I have a clear set of values	1	2	3	4	5
6	I am assertive in expressing my values	1	2	3	4	5
7	I am self directed	1	2	3	4	5
9	I am interdependent (cooperative yet independent)	1	2	3	4	5
9	I have a systems perspective looking at whole picture (family, community, society)	1	2	3	4	5
10	I am able to tolerate ambiguous situations	1	2	3	4	5
11	I am flexible	1	2	3	4	5
12	I have good observation skills	1	2	3	4	5
13	I am able to negotiate in conflict situations	1	2	3	4	5
14	I possess good communication skills	1	2	3	4	5
15	I like to help others	1	2	3	4	5
16	I understand group process and dynamics	1	2	3	4	5

My two strongest skills are:

1

2

Two skills I need to improve are:

1.

2

Communication Styles

Passive/Nonassertive

Behavior characteristics include not expressing feelings, needs and ideas; ignoring your rights and allowing others to infringe on them. It is emotionally dishonest, indirect, inhibited and self-denying. The nonassertive person allows others to choose for them. The result is anxiety and disappointment with a possible buildup of anger and resentment.

Aggressive

Behavior characteristics include expressing feelings, needs and ideas at the expense of others. ignoring the rights of others, trying to dominate and even humiliate. This is defensive, hostile and self-defeating and can result in feeling angry, self-righteous, and possibly guilty.

Assertive

Characteristics include expressing feelings, needs and ideas and standing up for legitimate rights in ways that don't violate the rights of others. It is emotionally honest, direct, expressive and self-enhancing. The assertive person makes choices, is usually confident, and feels good about self.

Barriers To Assertive Communication

Four Barriers To Assertive Communication Are:

1. Inability to discriminate between Assertive, Aggressive, and Nonassertive Communication.

2. Inability to intellectually and emotionally accept your personal rights.

3. Dysfunctional/self-defeating personal messages.

4. Lack of skills.

Assertiveness Survey
For Professionals

Do you feel and act assertive in your professional interactions with parents?

To find out, circle the answers to the following questions:

1. I feel comfortable and at ease at a conference with parents. yes/no
2. I ask questions if I do not understand clearly the parent perspective or point of view. yes/no
3. I make specific direct requests for support and cooperation from parents that I feel are necessary. yes/no
4. I refuse to accept plans or suggestions that I feel are inappropriate or inadequate for the child. yes/no
5. I tell others at a meeting if I feel angry or disappointed. yes/no
6. I feel that I am entitled to the resources, services and support necessary to do my job and to meet the needs of the child. yes/no
7. I feel that my opinions are respected by parents. yes/no
8. I tell others at a meeting that I am pleased with/or appreciate their efforts. yes/no
9. I feel that I look and act self-confident during conferences. yes/no
10. I feel that conferences with parents result in plans that increase my effectiveness in dealing with the needs of the child. yes/no

Identify times when you have felt or acted in a nonassertive manner.

_____

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Adapted from an assertion inventory originally written for parents in: Markel, C.P. and Greenbaum, J. *Parents are to be seen and heard: Assertiveness in educational planning for handicapped children.* San Luis Obispo: Impact Publishers, 1979.

Assertiveness Survey
For Parents

Do you feel and act assertive in your interactions with professionals (e.g.,teachers, psychologists, administrators, speech and language specialists, Regional Centers, doctors, etc.)

1. I feel comfortable and at ease at a conference with professionals. yes/no
2. I ask questions if I do not understand clearly the professional perspective or point of view yes/no
3. I make specific direct requests for support and cooperation from professionals that I feel are necessary. yes/no
4. I refuse to accept plans or suggestions that I feel are inappropriate or inadequate for my child yes/no
5. I tell others at a meeting if I feel angry or disappointed. yes/no
6. I feel that I am entitled to the resources, services and support necessary to do my job and to meet the needs of my child. yes/no
7. I feel that my opinions are respected by professionals. yes/no
8. I tell others at a meeting that I am pleased with/or appreciate their efforts. yes/no
9. I feel that I look and act self-confident during conferences. yes/no
10. I feel that conferences with professionals result in plans that increase my effectiveness in dealing with the needs of my child. yes/no

Identify times when you have felt or acted in a nonassertive manner.

_____

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_____

Adapted from an assertion inventory originally written for parents in: Markel, C.P. and Greenbaum, J. *Parents are to be seen and heard: Assertiveness in educational planning for handicapped children*. San Luis Obispo: Impact Publishers, 1979

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Assertiveness Evaluation

As you practice assertive behaviors, use the following self-checklist. Be tough on yourself, because that will be the process to help you achieve your goal.

Ask yourself:

- Did I say what I really wanted to say...assertively?
- Was I direct?
- Did I stand up for my own rights without infringing on anyone else's?
- Were my facial expressions consistent with what I intended?
- Was my posture appropriate?
- Was my voice strong and calm?
- Did I feel good afterwards?

RESOURCES

Bloom, J. (1990). Help me help my child: A sourcebook for parents of learning disabled children. New York: Little, Brown and Company.

Cook, R. (1992). Parenting a child with special needs. Michigan: Zondervan Publishing House.

Elkind, E. (1985). The hurried child. California: Addison-Wesley Publishing Company.

Garanzini, M. (1995). Child-centered, family sensitive schools: An educator's guide to family dynamics. Washington, D.C.: National Catholic Education Association.

Turecki, S. & Tanner, L. (1985). The difficult child. New York: Bantam Books.

Simulations and Case Studies of Students with Special Needs

SIMULATION AND CASE STUDIES

OF

STUDENTS WITH SPECIAL NEEDS

The handouts for this inservice include the following:

1.) Classroom Modifications and Interventions.

2.) Variety of Case Studies.

3.) Self Reflection Questions for the Educator Regarding Areas of Professional Growth.

Classroom Modifications and Interventions

Self Concept:

- Above all else- LOVE him/her. He/she may be difficult to love. Do your very best to let the student know he/she is safe, secure, and that you care.
- Refer to on-site or outside counselor
- Review cum file and health records
- Interview the student about his/her feelings toward school, subjects, peers, home etc.
- Confer with past teachers
- Meet with parents/family
- Provide opportunities for academic success:
  - Have the student work at a level where he/she can achieve success. Simplify/shorten assign. Gradually increase the level of difficulty
  - Provide opportunities for the student to help other students in areas of his/her strengths
  - When giving feedback on tests, mark the correct responses instead of the incorrect responses
  - Provide praise as reinforcement for good work
  - Give the student a study buddy to check in with him/her daily- homework book, books in the backpack, materials ,etc. If student has all work in and complete each week, reward both the student and the buddy. (Or start with 1/2 work in and build up the goal over time)
- Be firm yet supportive. Reward or praise should only be given when the situation warrants it. Students quickly become aware of "charity"
- Assign the student special tasks that support his/her self-concept
- Avoid comparing the student with other students in the class
- Avoid using timed learning experiences
- Try to minimize anxiety-producing situations for the student. Prepare student well ahead of schedule changes, etc. Allow ample wait time for student to respond to oral questions. Ask questions you know the student can answer
- Give directions simply and clearly
- "Chunk" directions into smaller parts. The student with a poor self concept is often distracted by his own thoughts, worries or anxiety and thus has difficulty focusing on or remembering directions/tasks. After giving directions to entire class, kneel down next to the student and give him the

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first direction, check understanding, and tell him to raise his hand when he has completed it. Give him the next direction and so on.

- Maintain eye contact
- Provide incentives for completing work
- Gear learning tasks to his/her interests. Teach to a variety of learning styles as much as possible on a daily basis. You'll whet more appetites for learning this way

Reading

- Check cum and health records
- Visual and Auditory testing/evaluation
- Interview student about his/her feelings about school, subject strengths and weaknesses, peers, home etc.
- Meet with parents. If possible, set up a reading plan at home: parent reads TO the child daily. Child will want to read to the parent over time. If language is a problem, have parent read in primary language, and if possible, have older sibling read to younger student in English. Make a chart of books read, time etc., and reward the student for books read.
- Take many short or long field trips. Nothing improves reading more than experience, knowledge about the world, and a growing vocabulary
- Use visuals WHENEVER possible- maps, charts, realia, photos, videos, manipulatives
- Model directions and procedures even if you've already read through them
- Refer for Title I help if available
- Go slowly, teach for overlearning
- Peer tutoring
- Individual help on target skills from teacher's aid or volunteer tutor
- Color key vowels and keep a vowel chart handy where the student can find the the correct sound for the letter
- Relate sounds to concrete objects (a= apple) Or better yet, learn to teach and Zoo Phonics for a multisensory approach to reading and spelling
- Provide student with reading "aids" (a ruler or card as a marker, his/her finger, or slotted paper to keep his/her place)
- Provide drill and repetition with phonics and sight word games such as Bingo, flash card "relays", sight word or phonics Around the World, sight word or phonics board games you create yourself

- Allow ample time for student to read along at a listening station
- Tape, or have another student who is a competent reader, tape passages from the text and have the student listen and follow along in the text. This reinforces the words the student already knows and immediately gives those that he/she does not
- When giving tests/quizzes, etc. make sure you use clear and simple language in your questions and directions.
- Read over and explain all test questions and directions before the students begin
- Be available to the student if he/she needs you to read the test questions to him her. You can make a private deal to do this discretely in order to avoid embarrassment if necessary
- Teach the student to underline important words or ideas. Teach him/her to notice italics and bold letters and headings in text books.
- Teach the student how to discover what a question is asking for, and then how to search for the answer in the text using those key words from the question
- If the upper grade student has difficulty reading aloud, don't cause more anxiety and embarrassment by making him/her do it. But, check with the student to make certain he/she is comprehending silently
- Have a study buddy read text aloud to the student
- Give extra time on tests, quizzes, reading assignments... Better to have it done in time, than avoided all together
- Make sure your reading program consistently shares time between phonics instruction, sight word and vocabulary building, and the use of good, interest-provoking literature..Use all three and you're bound to reach more learners
- For reversal/transposition problems
  - tape a card with "bed" written on it on the student's desk.
  - have the student make a fist with both hands with thumbs pointing up. One is "b", the other "d". With a felt-tip marker, mark the student's hands as such with "b" and "d" for ten or so days
  - mark top left corner of paper with green dot for "go" and upper right hand corner with red dot for "stop"

Handwriting

- Use duplicated material as much as possible
- Vision screening
- Short, frequent "sprints" of practice with printing or cursive

Long practice sessions makes "practice makes worse" for these kids

- Require less copying
- Allow oral test taking when possible or allow student to dictate answers to another student who will write them down
- Provide true-false or multiple choice test formats
- If possible, teach poor writers (usually best with children grades 4 or 5 and up) to type with great learning the keyboard programs now available for the computer
- Allow students to use a variety of writing implements or aids- thick pencils felt tip pens, pencil grips... anything to motivate and reduce frustration
- If copying from the board is a problem
    - Provide student with a written copy of material on the board
    - Give a study buddy carbon paper so that he/she makes a set of notes or problems for himself and the student in need
- Provide the student (even older ones) with wider lined paper
- Allow student to use preferred form of writing- cursive or printing
- Teach student to fold paper to organize columns, etc. for organization especially in math
- Allow the student to skip lines
- Provide graph paper for math work
- To improve fine-motor control provide many opportunities to
    - do pencil and paper mazes
    - design repetition activities where you draw a shape in the center of the paper and using different colored pencils, the student and you or a partner take turns surrounding the figure with a slightly larger echo of the original. Continue drawing until one person hits the edge of the paper
    - cut! Lots and lots of cutting helps improve fine motor skills and is usually more fun than handwriting drills. Cut out images in magazines, or use cutting activity books... Kinder teachers usually have plenty of these
- Teach printing/handwriting using the green dot for "go" in the upper left corner of the paper and a red dot for "stop" in the upper right. Teach letter formation using the "Attic, House, Basement" analogy. ('b' stars in the attic, comes down to the basement, back up to the house space and swings away from the green dot.")

Spelling

- Review cum and health records
- Interview the student
- Meet with parents/family
- Visual/auditory evaluation
- Reduce the number of weekly words to be learned
- Provide opportunities for practice using various materials
    - spelling games like hangman, chalk board relays, self-made board games
    - keyboard, typewriter
    - language master
    - oral drills
    - Zoo Phonics multisensory approach to reading and spelling
    - Letter tiles, Scrabble pieces or magnets to practice spelling- visual/tactile
- Turn letters into visual pictures by "framing" each letter in a box. Give pre-tests/quizzes in this manner. Students spell the words, one letter in each box... the box size and shape helping them to focus on how words sound and LOOK, thus providing two "handles" with which to store and recall the word
- Make a "Best Guess" book for the student. When she doesn't know how to spell a word, she must TRY to spell it on one side of the page. Then she shows it to you and you spell it correctly in the other column. (Or, mark it correct if she has spelled it properly) Often students won't write because it is too frustrating to spell many of the words they need to use. This book eases up on the anxiety.
- Test the student in different ways
    - Let him take tests orally
    - Reduce the number of words per test
    - Test more frequently
    - Give tests slowly
- Encourage pleasure reading- set aside time each day for silent reading of material or the student's choice. Practice in reading often improves spelling and vice versa

Mathematics

- Review cum and health records
- Interview student
- Check student's work to determine pattern of errors/difficulty

- Confer with past teachers
- Refer for Title One help if available
- Use concrete and/or manipulative materials to demonstrate concepts (e.g. coins, base ten blocks, unifix cubes, clocks, abacus, tan grams, cuisenaire rods)
- Allow the student to use such computational aids as counting blocks, fingers, number lines, abacus, charts and tables, or a calculator
- Provide graph paper to assist in organizing and aligning computations
- Mark the operation signs on the student's paper in color to draw his attention and reduce carelessness
- Check student's understanding of the language of math (sum. difference, addends, product, quotient, less, fewer, more, etc.) and remediate where necessary
- Mark double or larger digit problems with a colored arrow over the ones place as a reminder to the student of where to begin working the problem
- Reward student for large, clear numbers and adequate spacing
- Reteach new skills and reduce into smaller steps
- Read or reword word problems to students with reading problems
- Teach student how to underline or circle important words/info. in word problems
- Assign small quantities of work. Simplify or shorten assignments- (e.g. do only the odds or the evens or ten instead of 20 problems)
- When making tests or worksheets, space the problems farther apart on the page so that the student is not distracted and is less likely to lose her place
- On a worksheet or test, provide an example of a similar problem or problems. This eliminates the possible confusion over what the student is expected to do. Where possible, include pictures to aid the student in visualizing the problem
- Reduce the amount of material tested at one time
- Score a test according to the number correct out of the number attempted in order to give the slower-working student credit for his accuracy and effort (e.g. number correct/number tried)
- Whenever possible, relate problems to real-life situations such as making change or computing salary, sales tax, paying for items at a store or restaurant

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Case Studies

Although a likeable and academically motivated child with above average intelligence, Cindy had significant difficulty in arithmetic from the beginning of first grade. Her arithmetic difficulties were primarily evident in problems involving quantitative reasoning ability. Her performance in other subject areas, in contrast, was above grade level.

Any arithmetic problem which required very basic reasoning ability was difficult for Cindy. She could not determine the cost of three bars of candy, for example, when she knew that one bar cost twenty-five cents. She also had difficulty with missing addend problems (e.g., 6 + - 9). The concept of conservation was confusing to her. She did not understand that 2 + 5 and 5 + 2 would yield the same answer. Finally, Cindy knew that 50 was greater than 25, but she did not know that a half-dollar was greater than a quarter.

Cindy also had great difficulty with problems involving mixed operations (i.e., a series of addition, subtraction or multiplication problems). She would frequently add in the first several problems, as required, but she would then continue to add in the remaining problems, even though the operational sign had changed.

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Kevin was a physically mature thirteen-year-old of average intelligence who had been socially promoted to the sixth grade, He entered middle school with a record of academic failure and inappropriate behaviors. Kevin was exceedingly anxious over the middle school modular flexible schedule. For example, he could not remember what particular class was meeting on which day. He sometimes was as much as 15 or 20 minutes late for class. In addition, he would very often arrive in class and be unable to find his completed assignments.

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Tiffany is a fifth grader who repeated third grade. Friendly and talkative, she is well-liked by her teacher and fellow students. She is interested in sports and does well on the playground. Her teacher is impressed by her verbal abilities, never finding her without something to say.

She contributes much to class discussions in Social Studies. However, she has failed almost every test given in the subject.

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Jerry is a fourth grade student who performs poorly in written language. Although he

understands and knows the rules for capitalization and punctuation, he does not use them. He will not participate in games for practice of these skills. His teacher feels that, at times, he is intentionally making mistakes for attention.

Rebecca, a fifteen-year-old junior high student of average build, was referred to the guidance department because she refused to dress for her physical education class. Informal assessments revealed that Rebecca was pigeon-toed, stoop shouldered, and so poorly coordinated that she could not skip or jump rope. Rebecca also had some difficulty throwing and catching a ball.

Rebecca's motor difficulties also affect her academic work. Her slow and often bizarre formation of letters is marked by frequent erasures, which are often rubbed until holes appear in the paper. The pace of her work often affects the completion of herassignments. Some teachers have labeled Rebecca as "lazy and unresponsive."

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Jimmy is a fourteen-year-old seventh grader who has had difficulty with reading since his first year in school. Although Jimmy was taught to read by a phonics approach, he is unable to discriminate among various sounds. Jimmy knows all of the letter sounds in isolation, but he cannot blend the sounds into words. He relies heavily upon an excellent sight vocabulary. Jimmy also uses contextual clues whenever possible.

The factual books utilized in junior high school have become exceedingly difficulty for Jimmy to read. He struggles to complete individual assignments satisfactorily. Unfortunately, reading is not taught as a separate subject at the school Jimmy attends, nor are special teachers available for individual remedial work.

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Recently, you have found yourself thinking more and more about this student. He is a second generation American whose primary language is English, but whose family's traditional culture continues to impact his daily life. He mentioned something to you about "dad having a new house now.." mom works two jobs; dad has, in the past been available and interested in the family's welfare. Grandmother has lived in the United States a few years and is the after-school care-giver; however, she speaks only her native language and understand minimal English. This student is the youngest of four children.

You have gathered the following additional information on this boy: For the last two weeks he has not done his homework and class assignments are becoming more sloppy and incomplete. He says he doesn't like to work, spends most of his time drawing cartoons and caricatures of his classmates. He is a good artist and an excellent soccer player. Academically, he has had difficulty with reading comprehension, spelling, and math word problems but is very good at computation. His attendance record is good, and he is on

time for class daily. Because his grades seem to be dramatically falling, you must decide the best ways to help him.

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Debbie is an active ten year old boy with writing and spelling difficulties. Her written language deficits appear to stem from problems with fine motor coordination, visual-motor integration and visual memory, rather than ideation problems.

Spelling is an additional anxiety-producing area for Debbie. She has extremely poor recall ability and some difficulty retaining visual impressions. In spelling the word "class", she will write "claim" or "calm", for school, she might write "spool". Debbie cannot rely on phonic associations, so she would write "frend" for "friend", "thay" for "they," and "candie" for "candy".

Debbie's shortcomings in written language have also resulted in continued frustration with other academic subjects. She refuses to do writing projects saying her handwriting is "ugly". She complains that any writing activity is "too hard". She spends more time dangling off her chair or roaming around the room than she does on her work. She asks to go to the bathroom five or six times per day. She isn't loud or disruptive, but terribly fidgety, and distractible. During Writer-'s Workshop or journal time she spends her time telling the teacher or her neighbor about a story or thought, but when asked to sit down and get busy, "or else", she becomes angry and withdrawn.

SELF REFLECTION QUESTIONS FOR EDUCATORS

WHAT DE-ENERGIZES STUDENTS WITHIN THE CLASSROOM?

WHAT ENERGIZES/MOTIVATES STUDENTS WITHIN THE CLASSROOM?

WHAT DE-ENERGIZES ME WITHIN THE CLASSROOM?

WHAT ENERGIZES ME WITHIN THE CLASSROOM?

SELF REFLECTION QUESTIONS FOR EDUCATORS

WHAT CONCERNS DO I HAVE FOR MYSELF IN THE CURRICULUM AREA I TEACH?

WHERE DO I NEED TO STRETCH MYSELF PROFESSIONALLY?

WHAT AM I CURRENTLY DOING THAT IMPACTS MY SUCCESS AS AN EDUCATOR?

WHAT AM I CURRENTLY DOING THAT BUILDS/MOTIVATES SUCCESS IN MY STUDENTS?

NAME AT LEAST ONE OR TWO LONG TERM GOALS FOR YOURSELF FOR THE 1996-97 SCHOOL YEAR.

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LOCAL SCHOOL SITE BASED PROGRAMS

LOCAL SCHOOL SITE BASED PROGRAMS

The purpose of the local school site based program is to support the educator and the students with special needs.

The three components at the local school site include:

1.) The Student Study Team model.

The organizational format is a problem solving approach that clarifies problems and concerns and develops strategies. It organizes resources that lead to successful outcomes for the student. The model is inclusive of all significant persons surrounding the student, especially the parents. The model is used throughout the California public school districts to support the student in the general education classroom and if necessary, is used as the prereferral step for psychoeducational testing. In this way, asking for testing from the Catholic school could come with much more credibility and documentation as to why this request was being made (see Staff Development: Inservice 2).

2.) An added support structure for the student with special needs could include a cross age tutoring program. Seventh and eighth grade tutors participate in a week long inservice program.

3.) A part-time or full-time special needs coordinator could be hired to: oversee cases that needed specialized assistance (e.g counseling services, contacting an audiologist or speech and language therapist); provide classroom assistance for students; consult with teachers and administrators for implementation of individualized plans for students; provide testing, if necessary; provide advocacy for the student and family if another educational setting would better meet the needs of the student; be responsible for all follow through with supporting the teacher and student.

CROSS AGE TUTORING INSERVICE

I, _____ , agree to commit my services to the Peer Tutoring Program at St. Elizabeth Elementary. I will be present at all training sessions from August 29th- Sept. 2nd. I will be present at all tutoring sessions throughout the school year. or I will find a reliable substitute to take my place. I will do my very best to serve as a responsible, dependable tutor and role model for the younger students.

x_____ Your signature

x_____ Your parent's signature

_____ Today's date

August 2, 1994

Dear _____

Thank you for volunteering to participate in our peer tutoring program for this next school year 1994-95. Your application was accepted by your homeroom teacher and the Special Needs Program. We are confident that you will be a terrific, responsible tutor for another child this coming year.

If you commit to the tutoring program you must be at St. Elizabeth's cafeteria at these dates and times.

- Tutor Training-
  Monday August 29th- Friday September 2nd; 2:00- 4:00 p.m.
  (You MUST be present EACH day of this training to become a tutor)

- Weekly Tutoring-
  EVERY Tuesday throughout the school year; 2:45- 3:30 p.m.
  (We need you to be reliable. If you are sick, you must call Ms. Bertnick at school to let her know. You must try to find a reliable substitute to take your place.)

If you feel you are able to commit to this responsibility, please fill out the agreement attached and send it to

Ms. Bertnick/Special Needs Program
St. Elizabeth Elementary
1516 33rd Avenue
Oakland, CA. 94601

All agreement forms must be received by August 22nd, or we will not be able to include you in the program.

Thank you again for volunteering. We're looking foward to seeing you on the 29th.

MEB.
Ms. Bertnick
Special Needs Coordinator
St. Elizabeth Elementary

Sr. K.M.R.
Sr. Kathleen Marie Ramirez
Special Needs Coordinator
St. James Elementary

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Tutor Training
Day One

Reading Skills and Strategies:

2-2:15

I. **Introduction**
- welcome
- intro. selves
- why we are here...help strengthen your skills so you may help others

II. **Ice Breaker**
- Lion King tape/ questions

III. **Binders**

2:15- 2:30

IV. **Prior Knowledge**
- 1st thing we bring to school, to reading.... we all have...brains... and inside.... information...all our years of learning = PAST KNOWLEDGE... you bring your past knowledge to everything you do in school...everything you read...
- Example: LION KING

Brainstorm!

  - What did you know before you saw it?
  - How did you know this?
  - What did you already know about lions, Africa, etc.

2:30-2:40

V. **Pre-Reading Strategies**
- tie in strategies with getting past knowledge ready/ getting our brains ready to read
- use example of song or car never heard of before and then you see it everywhere...
- use a well-known book
- intro 3 PRE-reading strategies to use BEFORE they even open a book

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• Title, Illustration, Author
- go through each, make predictions...

2:40-3:05

VI. **Practice Using Pre-Reading Strategies in Partners**
- now we will practice using the pre-reading strategies
- pass out books
- what do you already know from looking at
• title •illustration•author ????
- what can you predict about your story/book
- (partners work together) Share responses as a group

3:05-3:10

VII. **Knowledge of Books**

3:10-3:35

VIII. **Model Expressive Reading**
- model all of above with Maryanne & reading with expression
- practice with partners

IX. **Wrap-up**

Peer Tutoring
Training
Day #1

Reading Skills and Strategies:

I. Introduction

II. Ice Breaker

III. Binders

IV. Past Knowedge (What you already know)

V. Pre-Reading Strategies:

1. Title
2. Author
3. Illustrator

***Why do this?

VI. Practice Pre-Reading Strategies:
(What did you find out?)

VII. Knowledge of Books

VIII. Reading Aloud
1. Tone
2. Feedback
3. Questions

IX. Practice Reading Aloud
1. How did you do?
2. How did your partner do?
3. What can you do to improve?

X. Wrap-Up

Peer Tutoring
Day II

Helping Your Student Read:

I. **Review Yesterday**
1.
2.
3.

Pre-reading strategies get the _____ ready to read by activating _____ _____!

- Read _____ and with _____!

II. **Semantic and Syntactic Cueing Systems**
- Semantic = meaning of words
- Syntactic = sound/ structure of words

1. Does it make sense? (meaning)
2. Does it sound right? (structure)

PRACTICE IN PARTNERS.....

III. **Visual Cueing System**

1. Does it look right?
2. Read the sentence again and get your mouth ready for the first sound in that word.
3. Sound it out
4. Break the word into parts
5. What sound do you hear at the beginning of the word? at the end of the word?

Practice in Partners...

IV. Importance of Re-reading

1. Self -correction
2. WAIT TIME
3. Guess and check steps (above)

V. Checklist...Putting It All Together

When your student gets stuck:

WAIT: count to five slowly
1....2.....3...4....5

HELP: "Read the sentence again and get your mouth ready for the first sound."

"What would make sense?"

"Look at the picture."

"Give it a try."

TELL: After 2 helps, say, "Try this, _____"

CHECK: "Does it make sense?"
"Does it sound right?"
"Does it look right?"

Peer Tutor Training
Day III

Practicing What We Have Learned:

I. Introductions

II. Introduce The Book; Pre-Reading Strategies
- title
- author ASK QUESTIONS!!!
- illustration

III. Check Knowledge of Books
- cover, front, back
- top, bottom
- left, right
- title, author's name, etc.

IV. Modeling Expressive Reading
- slowly and with expression...voice, tone
- asking questions as you go

V. Student Reading/ Cueing Systems
- semantic and syntactic cues
- visual cues LOOK AT YOUR NOTES!
- re-reading

VI. Certificates

VII. Evaluating Ourselves

VIII. Record Keeping
- student report sheets
- site-word cards

IX. Prepare for Tomorrow

Tutor Training
Day III and IV

Putting It Into Practice:

1. Review Day One and Two/ and + and - from Day III

2. Practice with actual students (Grades 2 and 3 will be here for you to "practice" on.)

   A. Pre-Reading Strategies
      1. How did it go?
      2. What did you notice?
      3. Any difficulties?

   B. Knowledge of Books

      1. What did they know and not know?

   C. Reading Aloud

      1. Did you remember to use tone/inflection?
      2. How did it feel to read with so much expression?
      3. What was your student's reaction?

   D. Semantic and Syntactic Cueing

      1. When your student stumbled, did you ask the meaning and structure questions?
      2. Did it help?

   E. Visual Cueing

      1. Which visual cueing questions did you ask?
      2. Were these questions helpful?

   F. Re-reading and Wait Time

      1. Did you allow for both?
      2. How did using the "Checklist" help you both?

Tutor Training
Day V

Helping With Homework and Math Games:

1. How do you determine what work they have to do?

2. How do you determine which tasks to do first?

3. The difference between helping and doing it for him/her

4. If you get stuck...

5. Keeping your student on task

6. Games and ways to make it fun

Peer Tutoring Lesson Plan

I. Greeting (5 min.)

II. Sight Word Drill (10 min.)

III. Pre-Reading Strategies: (5 min.)

- Title
- Author
- Illustrator

VI. Read Aloud (15 min.)

V. Closure Questions: (5 min.)

- What was your favorite part of the story?
- Who was your favorite character?
- What was the main problem in the story?
- How was the problem solved?

VI. Help With Homework If Time Left Over

****** Don't forget to fill out the STUDENT ***** PROGRESS SHEET!!!!

Thank you!

Today with my kids from the Silver Room you will be starting a new novel called My Father's Dragon. You won't need the basal readers.

1.) Begin, as usual, with the sight word practice.
2.) Then, tell the children you will be starting a new book today.

- Ask them, "Why do we read? For what reasons do people read books, newspapers, dictionaries, etc...." (For information, for entertainment, for fun, for help, for facts, etc.)

-Tell them that this new book is a NOVEL - a book written to entertain the reader...story is not true, but fun.

- Pass out books. Don't open yet. Ask them if they know what a STRATEGY is. (a plan) Ask them if they remember a strategy to use to get their past knowledge ready for reading BEFORE they even open the book. (They know what past knowledge means. "What do you look at to get your brain ready for the story?"

- They should look at the TITLE, the ILLUSTRATION, and the AUTHOR'S name. This is a PRE-READING strategy.

- Ask them to look at the title: "What can you guess or PREDICT about the story from reading the title?"

- Now look at the illustration. "What more can be predict about the story?"

- Now look at the author's name. "Have you read anything by this author before?" (They haven't...so they don't know her style. Tell them this and tell them this part of the strategy doesn't help us here.)

- "Now are our brains more ready for the story? Good." Open the book. Go over the Table of Contents. What is it for, etc.

- Turn to Ch. One. Read the title. Ask for predictions. Begin reading. Go slowly...it may be tough for them. Read Ch. One asking questions to check understanding as you go.

- If you have time, have kids pick partners. They help each other do Central Story Problem Maps. Each student does their own, but they can help each other.

**** Before they start, help them to identify the main problem: Elmer wants to keep the cat but his mom hates it. There are lots of little problems, but only ONE main problem...the one everything else in the chapter revolves around.

**** If you don't finish, don't worry. THANK YOU for your help and flexibility. I hope it goes OK. Let me know.

St. James
Peer Tutoring

Student Progress Sheet

Student:

Grade/Room

Date	Tutoring Notes